

**THE USE OF ONE STAY REST STRAY TECHNIQUE IN TEACHING
READING COMPREHENSION AT SMPN 8 MAKASSAR**

SKRIPSI



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2017**

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**THE USE OF ONE STAY REST STRAY IN TEACHING READING
COMPREHENSION AT SMPN 8 MAKASSAR**

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “*THE USE OF ONE STAY REST STRAY TECHNIQUE IN TEACHING READING COMPREHENSION AT SMPN 8 MAKASSAR* (experimental class reserach). Berdasarkan seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2017

Yang membuat pernyataan

Herawati Ramli

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim...

The writer want to express her best gratitude to our God, who has given us healthy and a chance to retrieve valuable knowledge in this world. Peace and salutation be open to the greatest reformer, Muhammad SAW. Because bless from Allah SWT the writer finally finished this skripsi the entitle ***The Use of One Stay Rest Stray in Teaching Reading Comprehension***. In addition, the writer would like to dedicate her best thanks to:

Dr. H. Mas'ud Muhammadiyah, M.Si, as the Dean of Faculty of Teacher Training and Education of Universitas Bosowa Makassar. Thanks for the permission to conducted this research.

Hj. Restu Januarty, S.Pd., M.Pd, as the Head of English Education Department for her permission, so that the writer could complete the requirement in writing of the skripsi.

My supervisor, Andi Hamzah Fansury, S.Pd., M.Pd, as the first supervisor and Hj. Nurfaizah sahib, S.Pd., M.Pd, as the second supervisor thanks for advice, guidance, and suggestion that is profitable to the completion of the skripsi.

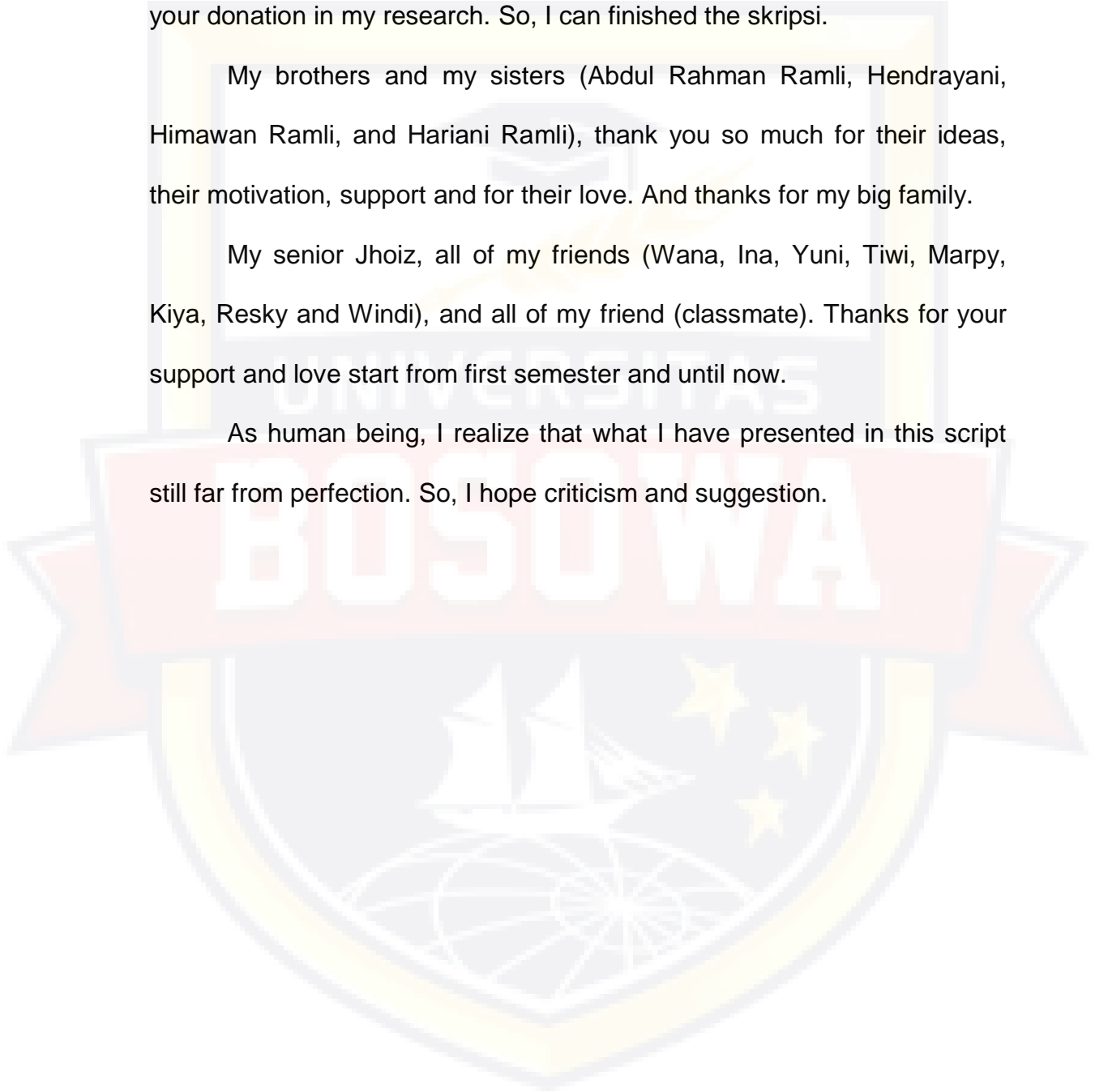
All of my English lecturer in Bosowa University of Makaassar. Thanks for the motivation, suggestion, and the knowledge.

My beloved parents, my mother Hj. Haliminah, S.Pd and my father H. Ramli. Thank you very much for the support, motivation, your love and your donation in my research. So, I can finished the skripsi.

My brothers and my sisters (Abdul Rahman Ramli, Hendrayani, Himawan Ramli, and Hariani Ramli), thank you so much for their ideas, their motivation, support and for their love. And thanks for my big family.

My senior Jhoiz, all of my friends (Wana, Ina, Yuni, Tiwi, Marpy, Kiya, Resky and Windi), and all of my friend (classmate). Thanks for your support and love start from first semester and until now.

As human being, I realize that what I have presented in this script still far from perfection. So, I hope criticism and suggestion.



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ABSTRAK

Herawati Ramli, 2017. Penggunaan One Stay Rest Stray (OSRS) dalam Mengajar Pemahaman Membaca di SMPN 8 Makassar. (Dibimbing oleh Andi Hamzah Fansury dan Hj. Nurfaizah Sahib).

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan teknik one stay rest stray dapat meningkatkan kemampuan siswa dalam memahami teks bacaan.

Penelitian ini menggunakan desain eksperimen dan penulis mengambil satu kelas di SMPN 8 Makassar sebagai subjek penelitian. Kelasnya adalah kelas VIII-3 dan terdiri dari 32 siswa. Total kelas VIII adalah 14 kelas dengan jumlah populasi sebanyak 448 siswa.

Setelah melakukan penelitian, penulis menyimpulkan bahwa penggunaan One Stay Rest Stray mampu meningkatkan pemahaman bacaan siswa. Hal ini dibuktikan dengan skor rata-rata siswa dalam pre-test dan posttest. Skor rata-rata pre-test sebelum perlakuan adalah 64,68, post-test 81,56, t-test 5,58 dan t-table 2.036. Artinya ada perbedaan yang signifikan antara pre-test dan post-test.

Kata Kunci: One Stay Rest Stray, Mengajar, Pemahaman Membaca

BUSUWA



ABSTRACT

Herawati Ramli, 2017. *The Use of One Stay Rest Stray (OSRS) in Teaching Reading Comprehension at SMPN 8 Makassar*. (Supervised by Andi Hamzah Fansury and Hj. Nurfaizah Sahib).

The purpose of the research is to find out whether or not the use of one stay rest stray technique could enhance students ability in comprehending in reading text.

In this research used experiment design and the writer took one class at SMPN 8 Makassar as a subject of this research. The class namely is class VIII-3 and consisted of 32 students. The total class of class VIII are 14 class with the total population was 448 students.

After conducted the research, the writer concludes that the use of One Stay Rest Stray was enhance the students' reading comprehension; it is proved by the mean score of the students' in pre-test and posttest. The mean score of the pre-test before the treatment was 64,68, post-test 81,56, t-test 5,58 and t-table 2.036. Its mean that there is a significant difference between pre-test and post-test.

Keyword : One Stay Rest Stray, Teaching, Reading Comprehension

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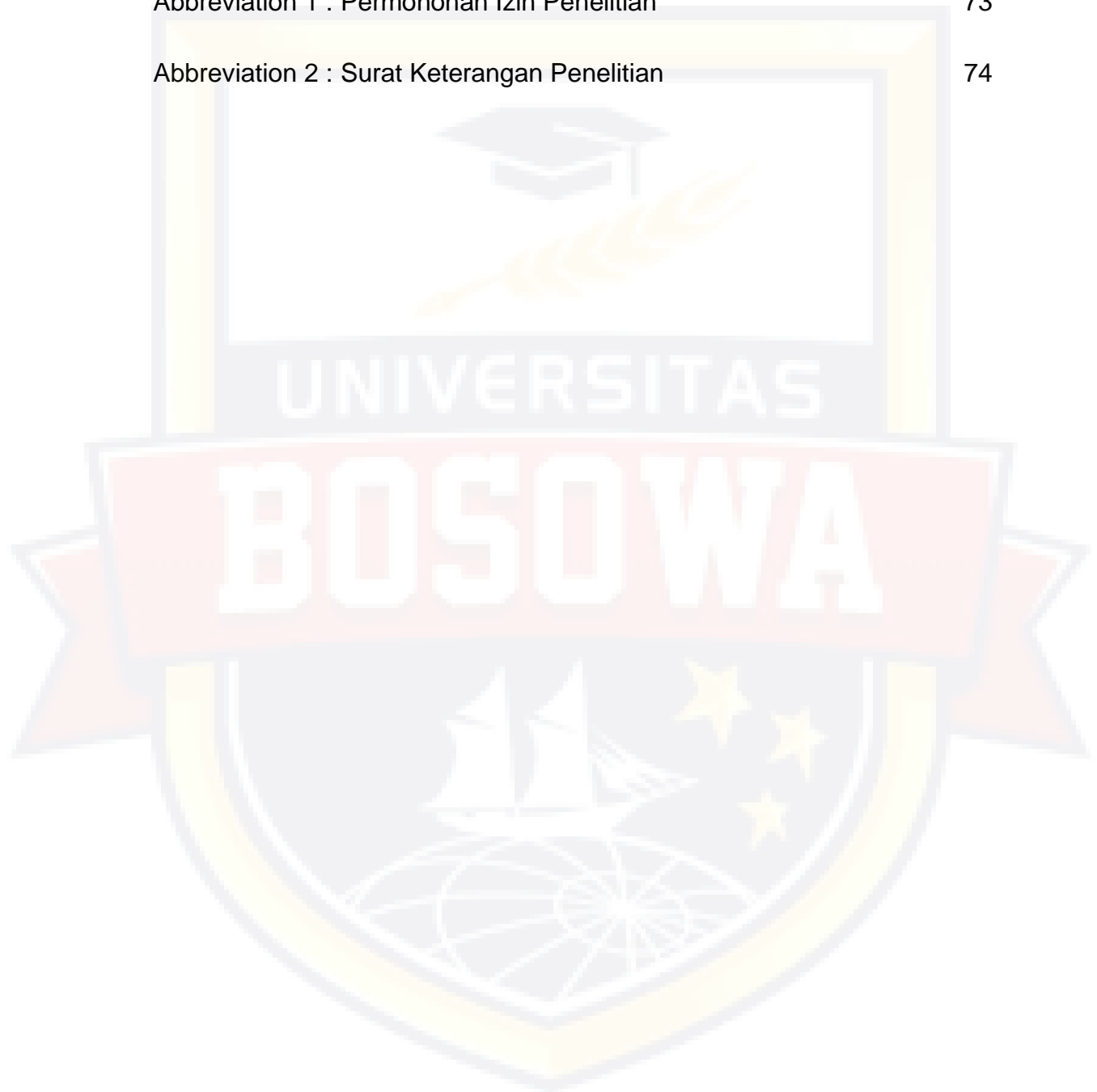


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LIST OF ABBREVIATIONS

Abbreviation 1 : Permohonan Izin Penelitian 73

Abbreviation 2 : Surat Keterangan Penelitian 74



CHAPTER I

INTRODUCTION

There are some points in this chapter which is the writer was explain, they are : background, problem statements, objective of the research, significances of the research, spoce of the research.

A. Background

Everybody know that many language in the world. We need language for communication with the other people. Language very important for us, because without language we difficult to get information, we can't express our ideas and what we feel. Therefore, it has a central role in students' social and emotional development. The other meaning of language is as a communication system and make the people can work together.

English is one of language in the world. English has being universal language that is used in technology, education, politic, commerce and the others. It can be seen that almost of all electronic devices using English. Most Asian countries are also using English as medium of instruction or English is being as a second language after theirs national language. Beside of that, English is mean of communication which is often used by the world.

Nowadays, there are some students have reading comprehension is still low in English. For example in SMPN 8 Makassar, The causes of

students' pronouns of low and embarrassed to express his/her ideas are method and media that applied are not suitable yet.

Reading with comprehension is only a way for the students to arrive at what they want to know of the reading comprehension. One of the ideals teaching reading comprehension is through cooperative learning which intends to improve the learning output of students. Cooperative learning refers to a learning model in which a teacher acts as a leader and a facilitator in guiding students' group work (Jacobs, Iddings, & McCafferty, 2006 : 32). Group work may simply raise active learning in classroom that creates interaction among students as functional part in sharing their thoughts and feeling.

One of the ways to implement cooperative learning is through 'One Stays Rest Stray' (OSRS) technique. OSRS technique is a cooperative learning model which can be used to foster students' reading comprehension ability to a text (Kagan, 1992 as cited in Jacobs et al., 2006). This technique exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop and collect ideas, discuss, and figure out a text by building teamwork (Jacobs at al., 2006 : 84).

This technique is basically somewhat similar to jigsaw technique in which students make base groups and spread to others group 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 than with the entire class.

Some previous studies on the use of OSRS technique have been conducted. A study of the use OSRS technique in reading skill for college students is conduct. The OSRS technique help students work on task, speak orally, recall previous knowledge, summarize the passage, and comprehend the text well and happily. The writer was interested in applying one stays rest stray to enhance students' reading comprehension and will make the teaching learning process be fun, alive and enthusiasm. Base on the explanation above, the writer interest to conduct a research entitle "The Use of One Stays Rest Stray in Teaching Reading Comprehension at SMPN 8 Makassar"

B. Problem Statement

Based on the problem statement above the writer formulates the research questions as : Does the use of One Stays Rest Stray technique enhance students' Reading Comprehension at SMPN 8 Makassar ?

C. Objective of the Research

In the accordance with the problem statements above, the objective of the research is to find out the use of One Stays Rest Stray enhance students' Reading Comprehension at SMPN 8 Makassar.

D. Significances of the Research

The writer describe some objects, those are :

1. For teacher is hope significant in improving learning quality especially for English lesson at SMPN 8 Makassar.
2. For students, this research is hoped can benefit in improving students' reading comprehension so that learning English of competence able to reached optimally.
3. For school is hope as suggestion in arranging the program of development quality school.

E. Scope of the Research

This research is restrict in the use OSRS (One Stays Rest Stray) technique to teach reading comprehension. The members of the group can be the same as the amount of the paragraphs in a text. After their 10 minutes discussion, each group only one member stays in their based group.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of some parts namely previous related research findings, some pertinent ideas, framework and hypothesis.

A. Previous Related Research Findings

Some previous studies on the use of OSRS technique have been conducted. A study of the use of OSRS technique in reading skill for college students is conduct by Surjosuseno (2011) who used an experimental method. He revealed that students reading achievement increased after implementing OSRS technique in instructional process. The OSRS technique helped students work on text, speak orally, recall previous knowledge, summarize the pessage, and comprehend the text well and happily.

Lisa Listiyana (2013) “The Reading Comprehension of the Eighth Grade Students of Smp2 Jati Kudus In Academic Year 2012/2013 Taught by Using One Stays The Rest Stray”. She state that One Stays the Rest Stray as the technique in teaching reading comprehension shows good results, the writer suggest to the English teacher of junior high school to use this technique in teaching reading comprehension. It is proved that One Stays the Rest Stray technique is effective for encouraging the students’ reading comprehension ability.

Mutmainnah (2001) with the title “The Application of Cooperative Learning in Improving Students Reading Comprehension”. In her research she concluded that the application of cooperative learning in improving the student’s reading comprehension is more effective than conventional one before treatment applied while the students achievement in two post test shows that the application of cooperative learning is able to improve the students’ score.

Fatmawati (2004) with the title “The use of Reading Text to Improving Students’ Reading Comprehension”. In her research she concluded that the reading text used at junior high school were improved from the first to the second and the third year. In senior high school were unorganized because the score of the third year is lower than the first and the second year score.

Taylor in Suryani (2009 : 9) with the title “The Ability of the Second Years Students of SMK Negeri 4 Makassar to Comprehend Short Reading Texts”. It means that, their reading ability still needs improvement. He find the problems faced by the students in developing their reading comprehension ability for the students, they are :

- 1) The teaching their materials is difficult for the students.
- 2) The students has insufficient knowledge of vocabulary and sentences structure.

The four previous studies concerned the use of OSRS technique in teaching reading comprehension in correlation with students’ self

actualization in senior high school and its rule in increasing tertiary students' achievement in reading skill. Unlike those previous studies, the present research focuses on investigating the use of 'One Stays Rest Stray' (OSRS) technique in teaching reading comprehension in eight grade of junior high school by quantitative case study research method.

B. Some Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

There are some definitions of reading given by some people, which related the similar meaning. reading is like speaking, occurs on context rather than in isolation. The meaning of the text is not find just the readers mind and the process through which the readers tackle it. (Barbara Taylor, 1998:3).

According to oxford advance learner's dictionary, reading of who reads (AS. Hornby, 2007 : 22) reading is very closely allied to other language process such as listening, speaking and writing. It is better understand when it is regard a language process.

Charles in Tohir (2001:5) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the another hand is receiver. During the reading process it means that the reader can be done during reading activity is only grasping

and decoding information, meanwhile he can not as question or comment to the author directly.

There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

From those definitions, it can be concluding reading is meaning getting process the reader always try to catch what the writer says and means actualy.

b. Types of Reading

Nasr (1998 : 72) classifies reading into three types namely, oral reading, silent reading, and efficient reading. Intensive Reading.

1) Oral Reading

Oral reading a reader vocalize the printed words one by one. Thus a reader who does oral reading must have a good pronunciation. Oral reading is used when a reader is learning to combine words with meaning.

2) Silent Reading

Silent reading does not mean that the reader without sound. Reader may sound in respond to words. But there is no need say each word. A reader is silent reading only say the word in his mind. Thus, differences to pronunciation stress or information.

3) Efficient Reading

Efficient reading includes both intensive and extensive reading. Intensive reading refer to work done by the students in class. A students may intensive reading when he is studying for examination. Besides that, they should be encouraged to read intensively at home. The students do extensive reading of the purpose of and to remember detail for examination but for getting general.

According to Brown (2004:189), there are four types of reading.

They are :

1) Perceptive

Perceptive reading tasks involve attending to the components of larger streches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assesment formats. 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, and multiple

choice. 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.

3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which 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 intake 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, and recipes.

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 instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

Based on the quotes above, the writer concludes that there are four types of reading. There are: perceptive, selective, interactive and extensive. Those are essential for the students to read text or story easily.

c. Kinds of Reading

Albert, J. Harris (2003:60), reading is classification into two kinds as follow:

1) Developmental reading

Developmental reading creativities are in which the teacher's main purpose is to bring about an improvement in reading skill activities in which learning to read is the main goal.

2) Functional reading

Functional reading, include reading whose the primary aims to obtain information, in other words, reading have enjoyment, entertainment, and appreciation as major purpose. The kinds of reading are choos based on the classification will developmental reading, because this type, the teacher has main purpose to bring about an improvement in reading skill activities and it is the main aims of this research in case, improving reading comprehension.

The writer conclude that there are two kinds of reading. It is developmental reading and functional reading. Its will improving reading skill.

d. Technique of Reading

To achieve the purpose of reading one should read effectively. General in Rahman (1998:8) states that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order to achieve your purpose.

To achieve one purpose of reading, he can apply some reading technique as follows:

1) Survey Reading

Brown (1987:930) says surveying is specialized technique for getting a mountain top view of an article chapter content and it helps to give a general point of view.

2) Skimming

Skimming is a kind of reading that make our eyes move quickly in order to get the main idea from the reading material. Skimming enable people to select content that want to read and to discard that which is inconsequential for their purpose.

3) Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material around it. Brown (1987;138) states that scanning serves two functions. It uncovers relevant information and accelerates your reading speed.

4) Pre-reading

Pre-reading is a technique that a reader uses before he began to read the material to improve his comprehension and recall. Whorter (1992 ; 25) states that pre-reading involves only at those part of reading materials that will tell you what it is about or how it is organize. Further he explains the part on to look at in reading a text book chapter are:

- a) Read the title
- b) Read the introduction or opening paragraph
- c) Read the first sentence under each heading
- d) Read each boldface heading.
- e) Notice any typographical aids.
- f) Notice any graph or pictures.
- g) Read the last paragraph or summary (Whorter, 1992:26)

Grabe in Rahman (1998:2) states that pre-reading activities very useful in the reading class because they have been referred to as instruments teachers can use in the class to activate student's background knowledge. It can be concluded that pre-reading is very effective because it helps a reader to give basic information about the organization and the content of the materials.

e. Level of Reading

Three basic levels of reading ability which include independent, instructional and frustration. (Albert J. Harris, 2003 : 47).

1) Independent reading

Independent reading level of reading that must be capable of easily decoding the words and understanding the content. It is the highest level at which the students can read easily and fluently, without assistance, with few words recognition errors, and with good comprehension and recall.

2) Instructional reading

Instructional reading is a level of reading that requires some guidance when reading the material and the appropriate level to use when teaching reading. This level the word recognition errors are not preventing, and comprehension and recall are satisfactory.

3) The frustration reading

The frustration reading level is a level of reading that damaging to student and never use other that in testing. The level at which a students reading skill break down, fluency disappears, word recognition errors are numerous, comprehension is vanity and the reading material which is too difficult make students frustrate and self esteem.

The level of reading choose in this research is instructional reading, because in this level, the students' need some guidance when read the materials. So, they need an instructor to do it.

2. Definition of Comprehension

Niles (1980:60) defines comprehension as a process of integrating new sentences with antecedent information in extra essential structure. Tarigan (2008:12) states that "characteristic of comprehension skills are considered in higher order". The aspects of comprehension skills are comprehending the simple meaning, comprehending significance or meaning, evaluation or assessment, and flexibility of reading speed.

a. Comprehending the simple meaning

In understanding a text, students should know about lexical, grammatical, and rhetorical of a language being learning.

b. Comprehending significance or meaning

Reader or learner should know the writer's purposes in the text such as to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. By talking to students about the different purposes for reading, the students will become more aware of what to focus on the text which they read.

c. Evaluation or assessment

In reading a text, students should know the content and the form of a text. Thereby, evaluation and assessment are needed to know the ability of students in understanding the content and the form of text.

d. Flexibility of reading speed

Flexibility of reading speed means that the learner should manage the time when they read a text. It is based on the situation and condition that they have at the time.

From the definition above, the researcher can conclude that comprehension is understood of the content and the idea of that passage.

3. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the word reading and comprehension. Hornby (1974:711) explains that reading is the act of one who reads ; knowledge, ESP, of books : the ways in which something is interpreted, while comprehension is the act of understanding, the ability of the mind to understand Procter in Rahman (1998:6) Evison in Tahir (2001:8) explain that comprehension is the mind's power of understanding, or the ability to understand.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency (Klinger, Vaughn, & Boardman, 2007). According to Hasniar (2005 : 14), comprehension is very difficult to define, it reduce to simple element.

Ophelia (1989;205) assumes that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the author and the reader can communicate one other. It means that a reader in this case, tries to understand what he is saying.

Smith and Dale (1980:7) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a

kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Smith and Anderson (1990 : 205) state that reading comprehension means the understanding, evaluating, utilizing of information and gaining through an interaction between reader and author.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read (Anderson and Pearson in Alexander, (1993;160). Successful comprehension involves the reader who can discovery the meaning. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea or following a set of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

The writer said that comprehension is the part of communication process, because it involves the transmission of an idea through several in perfect media.

b. Factors Affecting in Reading Comprehension

In reading comprehension there are many factors influences to compare reading test. Smith (1980 : 66) divide the factors into five categories namely :

- 1) Background experience. It refers in previous experience that the readers have already known before and it relate to the reading materials that they read.
- 2) Language ability. It refer to the readers's ability in mastering some elements of language. For example : vocabulary, transition, words, grammar, etc.
- 3) Thinking ability. It refer to the reader's ability to analyze the reading material that they read by considering some comprehension aids to support their achievements in comprehension.
- 4) Affection. It refers to some psychological factors that can affect the reader's comprehension. The factors are interest, motivation, attitudes, believe and feeling.
- 5) Reading purpose. It refers to the reader's purpose way they read the material.

Writer could conclude that there are five factors affecting in reading comprehension.

c. Reading Comprehension Strategies

(Brown, 2001:306) state that there are some strategies in reading comprehension, they are :

1) Identifying the Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information.

2) Using Efficient Silent Reading Technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practices to make the students become efficient readers.

3) Skimming and Scanning the Text

Skimming is a reading strategy in which the readers quickly run their eyes across a whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas. Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details.

4) Guessing

In this strategy, the students try to guess the meaning of the words when they are not certain or they don't know the meanings of the words, a

grammatical relationship, a discourse a cultural reference, content messages, and infer implied meanings.

5) Questioning

This strategy allows the students to have practice in making questions and then answering by themselves. The question that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

6) Making Predictions and Inferences

Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. In inferencing, the readers have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

Those are the strategies for having good reading comprehension. The strategies go in line with the two processes, bottom-up and top-down procedures. The reader starts reading and ends with capitalizing on discourse markers to process relationships. The strategies above are highly required for reading comprehension.

4. One Stay Rest Stray Technique

One stay rest stray 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 (Kagan, 1992, as cited in Jacobs et al., 2006; Surjosuseno, 2011).

One stay rest stray is a choose to be applied in the classroom to improve students' reading comprehension. In "one stay rest stray, members are not limited. The members of the group can be the same as the amount of the paragraphs in a text. After their 10 minutes discussion, each group only one member stays in their based group" (Tjahjaning:2011).

In the new curriculum of the English Teacher Training and Educaton Department, Reading II classes use One Stay Rest Stray (OSRS) in which students work in groups. Each group is different paragraph and tasks. First, each student reads the paragraphs and does the tasks given silently, and then they (all members of group) discuss them together. After finishing the discussion, one student stays in their group while others stray to other groups to find out what other groups have done. Then, the strayers return to their base group and one by one, the member of the group, tell what he/she has observed and listened.

In One Stay Rest Stray, which was proposed by Jacobs et al (1996), he stated that in OSRS the group only consist of three, six, or nine students and there are there are three, six paragraphs on a passage. On the contrary in OSRS the members are not limited such as in One Stays Two Stray. After their 10 minutes discussion, each group only one member stays in their based group. He/she will welcome the strayers from

other groups and share his/her discussion. He/she will also listen to other strayers (from other groups) who share their group discussion. This will be carried out for 5 minutes. These strayer also explain what their base group discussed. Other members of another groups may ask questions or give suggestions or comment s on the explanation of strayers. Then, after 5 minutes the two strayers of each group return to their base group and discuss.

C. Conceptual Framework

The theoretical framework of this research is formulated as follows :

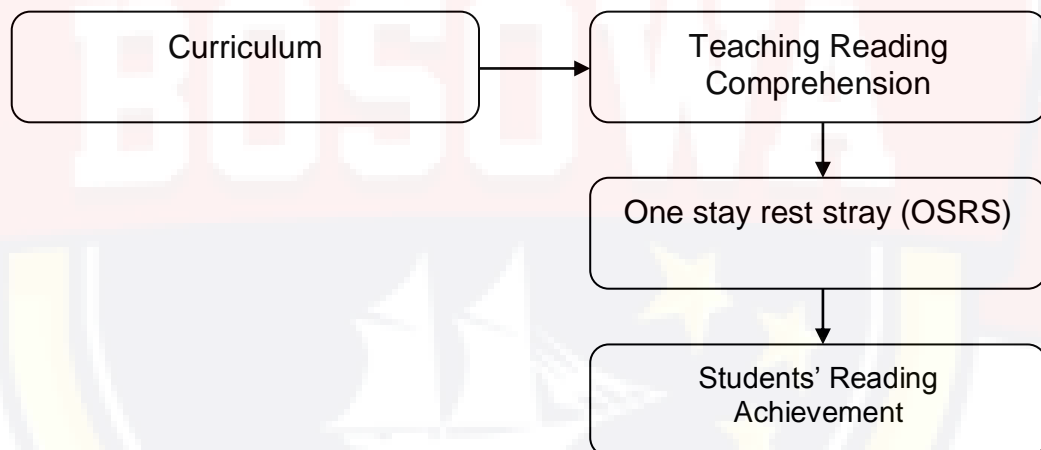


Figure 2.1 Conceptual Framework.

The conceptual framework above shows us that the writer was given the pre-test before giving treatment to the students. The writer was given treatment to apply the method by using reading text on reading skill and was given the post-test in the last meeting. The writer was used one

stays rest stray in teaching method to enhance student's reading comprehension.

D. Hypothesis

Based on some previous related findings and pertinent ideas above, OSRS technique is considered as one of the best techniques that is appropriate to improve students' reading comprehension.

The hypothesis of the research presented as follows:

H_1 : There is a significant of students' reading comprehension before and after presenting reading material by using one stay rest stray technique.

(H_0) : There is no significant result of students reading comprehension before and after giving treatment.

CHAPTER III

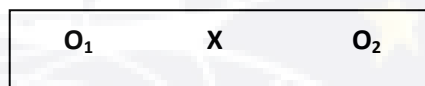
RESEARCH METHOD

This chapter have some points, the points are : research design, time and place of the research, population and sample, location of the research, the instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The research design use in this study was quantitative approach. The approach was chosen since this study focused on analyzing and identifying a social phenomenon of instructional in process detail. (Cohen at al., 2007).

The research design was used pre-experimental research with one group pre-test and post-test. The diagram of the research describe as follows :



(Arikunto, 2007:45)

Where:

- O_1 = pre-test
- X = treatment
- O_2 = post-test

B. Time and Place of the Research

The research was conducted at Junior High School at SMPN 8 Makassar of Batua Raya, Makassar city on Juli 2017.

C. Research Variable and Operational Definition

1. Research Variable

There are two variables in this research. The first was independent variable and second was dependent variable. Independent variable of the research use One Stay Rest Stray (OSRS) in teaching reading comprehension and dependent variable was the students' improving in reading comprehension achievement.

2. Operational Definition of Variables

To prevent bias interpretation especially related to the terms used in this study, operational definitions involve variables were formulate as follows:

- a. The using of One Stay Rest Stray in teaching and learning reading means that OSRS wasl used to improve the reading comprehension.
- b. The students' reading achievement means the reading mastery of the students after the treatment which was indicate by a better score in the posttest than in the pretest.

D. Population and Sample

1. Population

The population of the research was the students of class VIII of SMPN 8 Makassar in academic year 2017/2018. They were class VIII-1 to VIII-14. Each class consist of 30 students. The total number of population were 420 students.

2. Sample

This research apply total sampling technique because the population characteristics of the selected has similar and same relatively baseline knowledge based on their test examination average scores. The writer chosen one class namely Class VIII-3. The total number of sample were 30 students.

E. The Instruments of the Research

The instrument of the research was reading text. Reading text which taken from an internet. The test was formula in multiple choice.

F. Procedure of Collecting Data

In collecting the data, the writer collected the data by employing these procedures:

1. Pretest

Before doing treatment, the writer apply a pre-test which were carried out. Students join the test in the class. The writer distribute to identify the students' prior knowledge in reading comprehension.

2. Treatment

After giving pretest, writer giving treatment to the students until two meetings. The procedures of treatment are as follow :

- a) The first, the writer opened class.
- b) The writer introduced the material to the students.
- c) The writer explained to the students about One Stays Rest Stray (OSRS) technique.
- d) The writer gave the students chance to ask about the technique and the material.
- e) The writer gave reading text based on the classical of students' quality.
- f) The writer explained and asked that related to the reading materials.
- g) The writer instructed the students to make conclusion about the reading materials that they have read.

3. Posttest

After doing treatment, the writer give post-test for the experimental class. The post-test is conduct to find out the students' achievement and their progress after giving the treatment in reading comprehension. The content of the pretest is the same as the post test.

G. Technique of Data Analysis

The data was collected in the line with instruments and analyze by employing the following procedures:

1. Scoring the students' correct answer of pre-test and post-test by using the following formula:

$$\text{Score} = \frac{\text{the total correct answer}}{\text{total number of item in test}} \times 100$$

(Puskur, 2006:35)

2. Classifying the score of the students into the following measurement scale:

Table 3.1 Classification of Students' Score

Score	Classification
81 – 100	is classified as very good
61 – 80	is classified as good
41 – 60	is classified as fair
21 – 40	is classified as poor
0 – 20	is classified as very poor

(Puskur, 2006: 35)

3. Calculating the mean score of the students

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} = Mean score for sample

$\sum \bar{x}$ = Total score

N = Total number of students

(gay in Nurwahidah, 2014:25)

4. Finding out the significance different between the mean score of pre-test and post-test by calculating the value of test by using the following

formula :

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

Where : t = Test of significant

\bar{D} = Deviation (the different of mean score)

$\sum D$ = Standard Deviation (the sum of different score)

N = Total number of students

(gay in Nurwahidah, 2014:25)

CHAPTER IV FINDING AND DISCUSSION

This chapter consist of two parts. They are the presentation of the result that found in field and discussion that explain and interprets the finding in the second section.

A. Findings

In this section, the writer described the result of data analysis based on the problem statement in the pre-test and post-tets. The result of data analysis was found that teaching reading comprehension by using One Stay Rest Stray technique could be seen in the following table.

Table 4.1 : Students' Score and Classification In Pre-Test

No	Students' Initial	Score	Classification
(1)	(2)	(3)	(4)
1	AAM	60	Fair
2	AW	70	Good
3	APF	55	Fair
4	BA	50	Poor
5	DA	65	Good
6	DM	60	Fair
7	DOI	70	Good
8	FRW	50	Fair
9	FY	55	Fair
10	GVM	70	Good
11	HPR	75	Good

12	HDP	65	Good
13	IH	65	Good
14	KBB	65	Good
15	LSB	60	Fair
16	MAP	60	Fair
17	MAA	65	Good
18	MAF	65	Good
19	MAG	65	Good
20	MFS	65	Good
21	MFQ	65	Good
22	NBL	75	Good
23	NA	60	Fair
24	NTL	65	Good
25	NR	70	Good
26	PA	75	Good
27	RSP	70	Good
28	RP	70	Good
29	SUL	60	Fair
30	SA	60	Fair
31	TA	75	Good
32	YMEP	70	Good
TOTAL		2070	
MEAN SCORE		64,68	Good

Source : SMPN 8 Makassar

Based on the table 4.1 above, there are 21 students those classified as good, 10 students were classified as fair, 1 students were classified as poor. The table above shows that the classification of the students based on the pre-test of experiment class is 2070 and their mean

score in reading comprehension was low before the research applied One Stay Rest Stray technique.

Table 4.2. The Rate Percentage of the Students in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	Score 81-100	-	-
2	Good	Score 61-80	21	66%
3	Fair	Score 41-60	10	31 %
4	Poor	Score 21-40	1	3 %
5	Very Poor	Score 0-20	-	%
Total			32	100 %

Source : SMPN 8 Makassar

Based on the table 4.2 above, there were 21 students (66%) got good classification, 10 students (31%) got fair classification, 1 students (3%) got poor classification. While none of the students got excellent and very poor classification. In this result, it can be concluded that the students' reading comprehension in pre-test and was Good.

Table 4.3 : Students' Score and Classification in Post-Test

No	Students Initial	Score	Classification
(1)	(2)	(3)	(4)
1	AAM	85	Very Good
2	AW	85	Very Good
3	APF	75	Good

4	BA	70	Good
5	DA	75	Good
6	DM	70	Good
7	DOI	85	Very Good
8	FRW	70	Good
9	FY	75	Good
10	GVM	85	Very Good
11	HPR	90	Very Good
12	HDP	80	Good
13	IH	80	Good
14	KBB	75	Good
15	LSB	75	Good
16	MAP	75	Good
17	MAA	80	Good
18	MAF	85	Very Good
19	MAG	85	Very Good
20	MFS	80	Good
21	MFQ	80	Good
22	N	90	Very Good
23	NA	80	Good
24	NTL	85	Very Good
25	NR	85	Very Good
26	PA	90	Very Good
27	RSP	85	Very Good
28	RP	90	Very Good
29	S	80	Good
30	SA	80	Good
31	TA	95	Very Good
32	YMEP	90	Very Good
	TOTAL	2.610	

MEAN SCORE	81,56	Very Good
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Source : SMPN 8 Makassar

Based on the table 4.3 above in post-test 15 students was classified very good, 17 students were classified as good. The table above shows that the classification of the students based on the post-test experimental class is 2610 and its mean score is 81,56 and classified as very good. It show that students reading comprehension after applied one stay rest stray method is effective to enhance students reading comprehension at SMPN 8 Makassar.

Table 4.4. The Rate Percentage of the Students in Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	Score 81-100	15	47 %
2	Good	Score 61-80	17	53 %
3	Fair	Score 41-60	-	-
4	Poor	Score 21-40	-	-
5	Very Poor	Score 0-20	-	-
	Total		32	100 %

Source : SMPN 8 Makassar

Based on the table 4.4 above, shows that 15 students (47%) got very good classification, 17 students (53%) got good classification, and none of the students got fair, poor and very poor classification. Thus, it can

be concluded that the students' reading comprehension at SMPN 8 Makassar achievement was improved.

To know the students' improvement score in percentage analysis for reading test, the writer used formula as follow :

$$\begin{aligned} \text{Percentage (\%)} &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{81,56 - 64,68}{64,8} \times 100 \end{aligned}$$

Table 4.5 : The Students' Means Score in Pre-Test and Post-Test

Pre-Test (X1)	Post-Test (X2)	Improvement
64,68	81,56	26,09 %

Based on the table 4.5 above, it indicates that the students' improvement who taught through One Stay Rest Stray was succeeded because the result of the mean score of the students' pre-test 64,68 and post-test 81,56. The other reason is the result from pre-test to post-test are increased into three point then the students improvement of reading comprehension by using One Stay Rest Stray technique was 26,09%.

Table 4.6 : The T-test Value Reading Comprehension Before and After Treatment

t-test	t-table	Comprehension	Different
5,58	2.036	t-test > t-table	Significant

The result of the t-table value in reading comprehension test indicated that the t-test value of reading comprehension were greater than t-table value ($5,58 > 2.036$), this finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (H0) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H1) was accepted. It means that in this research, automatically the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Based on the result above, finally the writer concluded that the enhancement of One Stay Rest Stray technique in teaching reading comprehension at SMPN 8 Makassar.

B. Discussion

The data collected through One Stay Rest Stray (OSRS) technique described in the previous section show that the students' reading comprehension is influenced. Relating to the data collected in the pre-test and post-test it showed that the students reading comprehension of SMPN 8 Makassar was good.

In the previous section showed that the students reading comprehension has enhanced. The students score after presenting in teaching reading through One Stay Rest Stray technique was better than before. The students were also interested in learning reading through One Stay Rest Stray because they can do the test in group. Learning by using an strategy could enlarge their new experience and knowledge. Beside

that, after they know about the strategy they are motivated to focus on doing the test in individually. In doing the test, the students keep focus and comprehend the text very well. The mean score of the result of the students pre-test was 64,68 and the mean score of the students post-test was 81,56. It means that the score of the post-test higher than the mean score of the pre-test. In the pre-test several students difficult in answering the pre-test as we can saw on the table 1. Perhaps students cannot understand very well the first task of the test then they found the problem in answering the question. Meanwhile, in the post-test all of the students can answer the question very well after they are taught by One Stay Rest Stray technique in grouping them to answered the test. The writer assumes that reading through One Stay Rest Stray technique was helpful to improve students' reading comprehension, because it was supported by the frequency and the rate percentage of the result of the students' score in pre-test and post-test.

Based on the writer observation after teaching and learning at SMPN 8 Makassar, the writer found that the students' reading comprehension was very low because most of the students got same score and several of them cannot answer very well some of the reading comprehension in the text book. By knowing this problems, the writer decided to enhance the students' achievement by chosen reading comprehension with the title The Use of One Stay Rest Stray in Teaching Reading Comprehension at SMPN 8 Makassar.

Before the writer conducted the research, the writer talking with the English teacher SMPN 8 Makassar about the text. She also give suggestion about the topic of the text that may used in the research but she want the writer gave more variety in made the question for the test and took the sorce from English book according to the class that writer made the researched. In the end of the research, the writer found that this technique can enhance the students' reading comprehension.

Based on the result of the study, it was found that the students were able to improve their reding comprehension in the teaching learning process. Based on the conclusion above, it can be implied that One Stay Rest Stray technique can b used in the process of teaching and learning process because there are some advantages of using it for the students. Using this technique could make the students enthusiasticand gave some motivation to the students in reading text. The students were motivated to comprehend the text because they must be able to present what they read to their group. This technique is a interesting technique. By using it, the students enjoyed learning English and enjoyed participating in the lesson. They didn't feel bored anymore because of using this technique in reading class. And this technique was helpful, because in reading activity was easier for the students to understand the text than they should read text by themselves.

In the pre-test, it could be seen that students were confused and had not understood the use of the one stay rest stray technique in reading

analytical exposition texts yet. It was seen from the analysis of students' result. It was probably caused by the researcher's absence in explaining how to fill in the one stay rest stray in a more detailed way.

Through this experience, the writer learned that the steps or procedure should be done completely regarding with teaching reading. For example, in reading activities, researcher should give what students needed such as background knowledge activation and meanings of important words. Researcher should make sure that students have really understood the content of the text by giving confirmation. It was true that not all students had the same level of understanding as seen in the answer in the questionnaires. Thus, it was the teachers who had to give different treatments based on the students' needs.

This study was conducted to help students improve and develop their ability in reading comprehension. The main data required for this study were gathered through OSRS and reflection or post tests to the subjects under study. Some data were collected by means of administering questionnaires by the end of pre-test. These findings proved significantly that the subjects behavior and weak motivation were recognized from their ignorance and lack of attention turned into more enthusiastically positive mood. The finding of questionnaire more positively increased learning motivation, interest and attitude in improving their reading comprehension.

Those finding above could not be extended and generalized to other groups of students in accordance with the objective class, even though they belong to the same school because of the fact that a action class study was mainly undertaken for helping particular groups of students who faced problems in improving reading, therefore the findings were valid and reliable for eighth grade students of SMPN 8 Makassar. This study was conducted to help students enhance and develop their ability in reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section with the conclusion and the second one deals with suggestion.

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that by applying one stay rest stay technique can influence students' reading comprehension. The use of One Stay Rest Stay technique in teaching reading comprehension material at the SMPN 8 Makassar was improved of the students' achievement in reading comprehension significantly. The findings indicate that the mean score of post-test was higher than in the pre-test. Where the mean score of the pre-test is 64,68, post-test is 81,56, t-test is 5,58 and t-table is 2.036.

B. Suggestion

Based on the result of data analysis and conclusion above the writer presents the following suggestion :

1. For English Teachers should apply by using one stay rest stay technique in teaching reading comprehension. And English teacher should be creative to choose method in practicing reading, so that the students will be more interested and motivated to study English.

2. For the students' should be active to read English book.
Because with reading English book, we could improving our pronunciation, our vocabulary, etc.



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APPENDICES

Appendix 1: Research Instrumen

THE EARTH

We believe the Earth is about 4.6 billion years old. At present we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth

BOYOLALI CITY

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

TANIA'S HOME

My name is Tania. I live in a small house. It has six rooms. There are three bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook. Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much

SNOW WHITE

Once upon a time...In earlier times there lived a, who named Snow White . She lived with her aunt and uncle because her parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So she decided to escape.

The next day she ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. She saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven adwares are now living happily ever after.

Read the question and choose the correct answer by crossing (X) the right answer A, B, C, or D in the answer sheet !

1. Scientists estimate the age of the Earth as ...
 - A. 3 1/3 billion years old.
 - B. 4 billion years old.
 - C. 4.6 billion years old.
 - D. 6 billion years old.

2. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?
 - A. Volcanic activity
 - B. Solar radiation
 - C. Gravity
 - D. Crustal motions

3. Why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?
 - A. Human alteration of the Earth
 - B. Erosion and crustal motions
 - C. Solar flares
 - D. Deforestation

4. Which of the following bodies was NOT studied to give evidence that the Earth was bombarded in its early history?
 - A. Mars
 - B. Mercury
 - C. Jupiter
 - D. Earth's moon

5. The word of "bombardment" means

- A. an avoidance.
- B. an assault.
- C. an effect.
- D. a cause.

6. Where is location of the Boyolali city ?

- A. The north of Solo
- B. The south Solo
- C. The north of Jogja
- D. The south of Jogja

7. What the statues adorn Boyolali town ?

- A. Horse
- B. Goat
- C. Turtle
- D. Cow

8. How much the statues (according to number 7) adorn in Boyolali town ?

- A. Four
- B. Five
- C. Six
- D. Seven

9. What the known production of Boyolali ?

- A. Fresh milk
- B. The fruit
- C. Souvenir
- D. Electronic

10. What the function of the statue of Boyolali town ?
- A. To help people easy to find places they are seeking in Boyolali
 - B. To make people difficult to find places they are seeking in Boyolali.
 - C. As a tourism place
 - D. As a decoration

11. How much rooms at Tania's house ?
- A. Three
 - B. Four
 - C. Five
 - D. Six

12. Where is Tania's bedroom ?
- A. It's in the right side of the kitchen
 - B. It's in the right side of living room
 - C. It's in the left side of the kitchen
 - D. It's in the left side of living room

13. Where does she read a novel?

She reads a novel in the

- A. Kitchen
 - B. Bathroom
 - C. Bedroom
 - D. living room
14. What does she do when she feels bored?
- A. She plays with her friends
 - B. She cooks in the kitchen
 - C. She helps her mother
 - D. She plays online games

15. What is in the right side of the living room ?

- A. Kitchen
- B. Bathroom
- C. Mother's room
- D. My bedroom

16. with who Snow White live ?

- A. His parents
- B. His uncle and aunt
- C. His brother
- D. His grand mother

17. What is her uncle and aunt talking about leaving Snow White in the castle ?

- A. They want to go to America
- B. They will killing Snow White
- C. They will marrying Snow White with someone
- D. They want to go refreshing to America

18. What is she feeling in the wood ?

- A. Happy
- B. Tired and hungry
- C. Sad
- D. Lazy

19. Who has Snow White saw when woke up ?

- A. Apple
- B. Parents
- C. Handsome boy
- D. Her Ancle and aunty

20. How much the swarf ?

- A. Four
- B. Five
- C. Six
- D. Seven



Appendix 2 : The Students Result in Pre-Test

Andini Putri Febranti
VII-3

06

Read the question and choose the correct answer by crossing (X) the right answer A, B, C, or D in the answer sheet !

1. Scientists estimate the age of the Earth as ...

A. 3 1/3 billion years old. 55

B. 4 billion years old.

C. 4.6 billion years old.

D. 6 billion years old.

2. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?

A. Volcanic activity

B. Solar radiation

C. Gravity

D. Crustal motions

3. Why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?

A. Human alteration of the Earth

B. Erosion and crustal motions

C. Solar flares

D. Deforestation

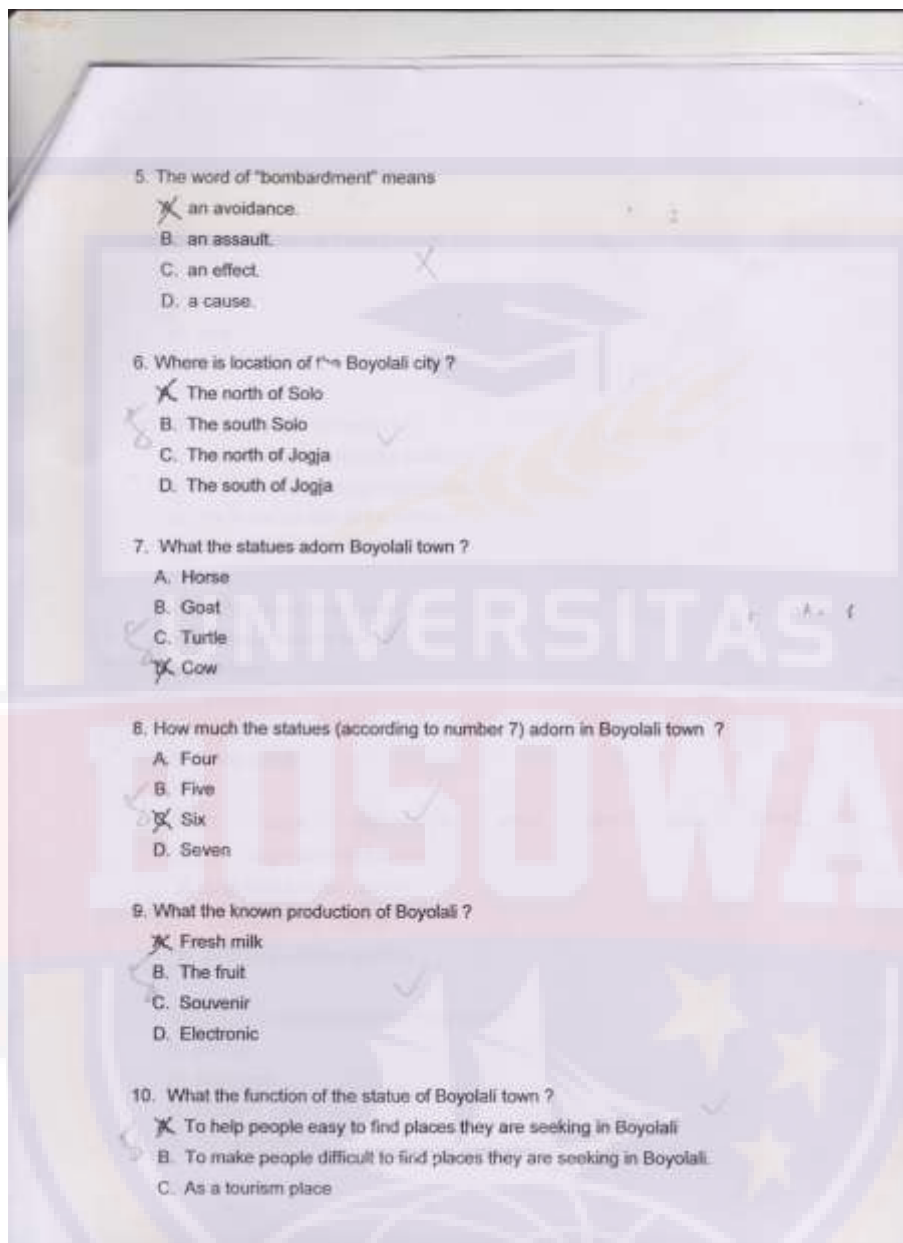
4. Which of the following bodies was NOT studied to give evidence that the Earth was bombarded in its early history?

A. Mars

B. Mercury

C. Jupiter

D. Earth's moon



D. As a decoration

11. How much rooms at Tania's house ?

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20. How much the swarf ?

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nama : Dhita aulia
class : 8.3
No. Absen : 35

Read the question and choose the correct answer by crossing (X) the right answer A, B, C, or D in the answer sheet!

1. Scientists estimate the age of the Earth as ...

- A. 3 1/3 billion years old.
B. 4 billion years old.
C. 4.6 billion years old.
D. 6 billion years old.

2. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?

- A. Volcanic activity
B. Solar radiation
C. Gravity
D. Crustal motions

3. Why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?

- A. Human alteration of the Earth
B. Erosion and crustal motions
C. Solar flares
D. Deforestation

4. Which of the following bodies was NOT studied to give evidence that the Earth was bombarded in its early history?

- A. Mars
B. Mercury
C. Jupiter
D. Earth's moon

5. The word of "bombardment" means

- A. an avoidance.
- B. an assault.
- C. an effect.
- D. a cause.

6. Where is location of the Boyolali city ?

- A. The north of Solo
- B. The south Solo
- C. The north of Jogja
- D. The south of Jogja

7. What the statues adorn Boyolali town ?

- A. Horse
- B. Goat
- C. Turtle
- D. Cow

8. How much the statues (according to number 7) adorn in Boyolali town ?

- A. Four
- B. Five
- C. Six
- D. Seven

9. What the known production of Boyolali ?

- A. Fresh milk
- B. The fruit
- C. Souvenir
- D. Electronic

10. What the function of the statue of Boyolali town ?

- A. To help people easy to find places they are seeking in Boyolali
- B. To make people difficult to find places they are seeking in Boyolali.
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Appendix 3: The Students Result in Post-Test

Andini Putri Febrianti
VII.3.

Read the question and choose the correct answer by crossing (X) the right answer A, B, C, or D in the answer sheet!

1. Scientists estimate the age of the Earth as ...

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Appendix 4: The Students Pre-Test, the Gain and the Square of the Gain

NO	INITIAL	PRE-TEST (X1)	POST-TEST (X2)	Gain D	D2
1	AAM	60	85	25	625
2	AW	70	85	15	225
3	APF	55	75	20	400
4	BA	50	70	20	400
5	DA	65	75	10	100
6	DM	60	70	10	100
7	DOI	70	85	15	225
8	FRW	50	70	20	400
9	FY	55	75	20	400
10	GVM	70	85	15	225
11	HPR	75	90	15	225
12	HDP	65	80	15	225
13	IH	65	85	20	400
14	KBB	65	75	10	100
15	LSB	60	75	15	225
16	MAP	60	75	15	225
17	MAA	65	80	15	225
18	MAF	65	85	20	400
19	MAG	65	85	20	400
20	MFS	65	80	15	225
21	MFQ	65	80	15	225
22	N	75	90	15	225
23	NA	60	80	20	400
24	NTL	65	80	15	225
25	NR	70	85	15	225
26	PA	75	90	15	225
27	RSP	70	85	15	225
28	RP	70	90	20	400
29	S	60	80	20	400
30	SA	60	80	20	400
31	TA	75	95	20	400
32	YMEP	70	90	20	400
TOTAL		2070	2610	540	9500
MEAN SCORE		64,68	81,56	16,87	296,8

Appendix 5: Distribution of Critical Values-t

Df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745

25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.626
40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.355	2.617	3.373

(<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>)



Appendix 6 : The Mean Score of Pre-Test and Post-Test

1. Pre-Test

$$x_1 = 2070$$

$$\bar{x} = \frac{2070}{32}$$

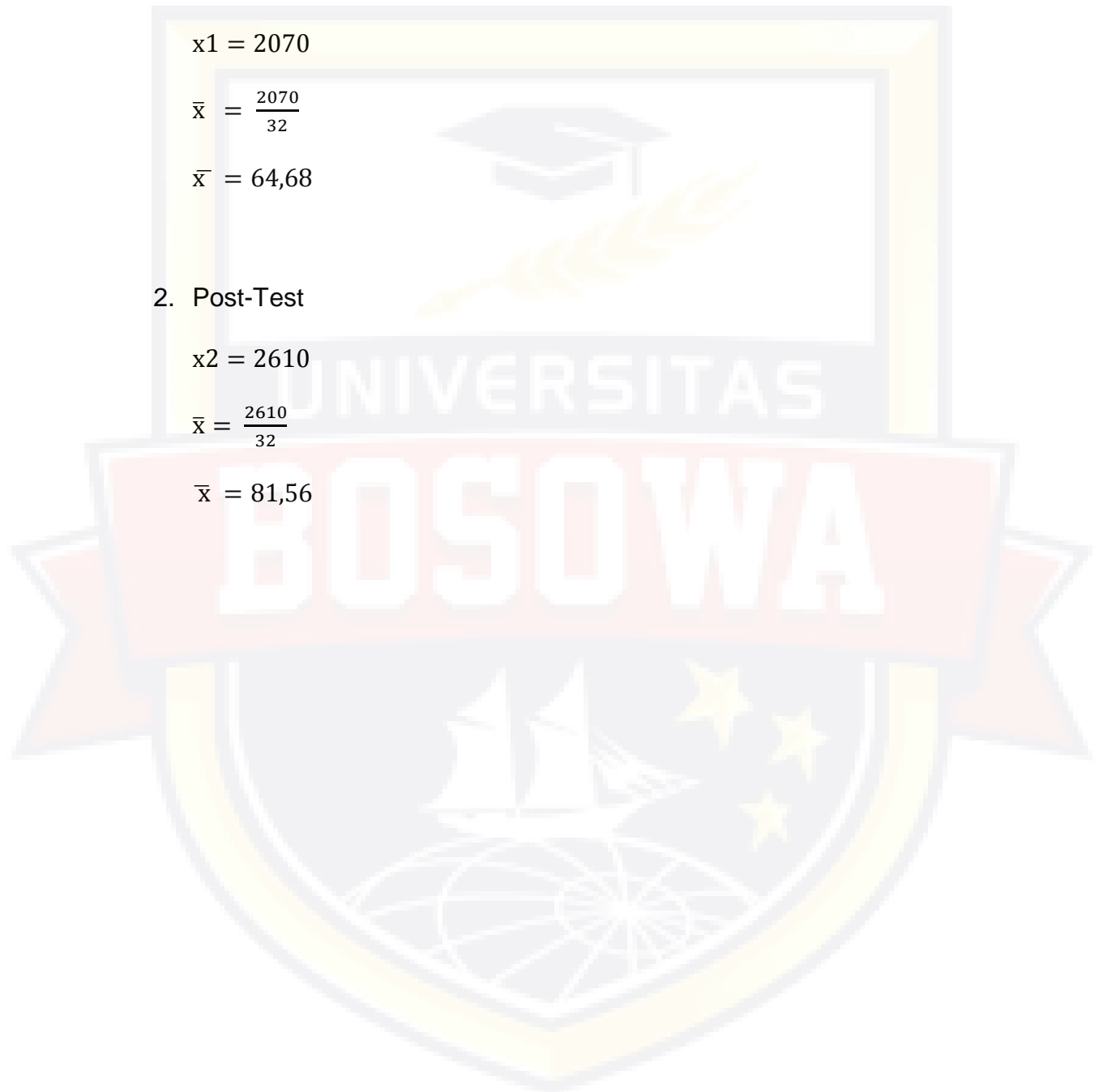
$$\bar{x} = 64,68$$

2. Post-Test

$$x_2 = 2610$$

$$\bar{x} = \frac{2610}{32}$$

$$\bar{x} = 81,56$$



Appendix 7 : The Analysis of T-Test

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

$$X1 = 2070$$

$$X2 = 2610$$

$$\sum D = 540$$

$$\sum D^2 = 9500$$

$$\bar{D} = \frac{\sum D}{N} = \frac{540}{32} = 16,8$$

$$t = \frac{16,8}{\sqrt{\frac{9500 - \frac{(540)^2}{32}}{32(32-1)}}$$

$$t = \frac{16,8}{\sqrt{\frac{9500 - \frac{291.600}{32}}{32(31)}}$$

$$t = \frac{16,8}{\sqrt{\frac{9500 - 291.600}{992}}$$

$$t = \frac{16,8}{\sqrt{\frac{282.100}{992}}$$

$$t = \frac{16,8}{\sqrt{8.815}}$$

$$t = \frac{16,8}{93,888}$$

$$t = 5,58$$

Appendix 8: Documentation

Picture 1 : The writer explained the material to students



Picture 2 : The writer controlled the students in the class



Picture 3 : The students read the text



Picture 4 : The students gave conclusion about the material



BIOGRAPHY



Herawati Ramli. She was born on December 26th 1995 in Mamuju. From the marriage of her parents H.Ramli and Hj. Haliminah, S.Pd, she has two brothers and two sisters. She is the fifth child n her family. She started her study in 2001 at SD Inpres Tappilina and graduated 2007. In 2007 she continued her study in SMPN 7 Budong-Budong until 2010. After graduating from junior high school, she continued her study in SMK Keperawatan Mamuju and finished her study in 2013. She decided to continue her study at S1 Program English Education Department, Faculty of Teacher Training And Education Of Bosowa University.