

The Use of “ One Stays Rest Stray” Technique in Teaching Reading Comprehension of Narrative Text at SMK Negeri 3 Parepare

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ABSTRACT

Suci Angela. *The use of the "one stays rest stray" technique in teaching reading comprehension of narrative texts at SMK Negeri 3 Parepare.* Supervised by Rafi'ah Nur and Nasrullah.

Reading comprehension is the most important part of reading ability. However, comprehension in reading cannot be achieved, because students cannot understand the reading material well. In addition, many students find it difficult to understand English texts and are lazy to look for appropriate strategies to collaborate their reading comprehension due to limited access in the neighborhood. This becomes part of the concentration of researchers to carry out this research, when making observations at SMK Negeri 3 Parepare, found the results of students' reading comprehension is still in a fairly problematic condition. The researcher adapted the One stays rest stray strategy as a solution to the lack of students' reading comprehension. In this case, the purpose of this study was to determine whether the one stays rest stray strategy could improve reading comprehension of tenth years students of SMK Negeri 3 Parepare. Researchers used a quasi-experimental method, with the design of two groups of initial and final tests. The research sample consisted of 40 students from two classes as a total population. The results of data analysis showed that students' reading comprehension improved significantly. This is indicated by the average score of the initial test is 37.90 and the final test is 73.85. This shows that the one stays rest stray strategy can be used to improve the reading skills of eighth grade students. After analyzing the data using the t test formula, the results of the t test value at the final test are 5,295. This shows that H1 is accepted and H0 is rejected, and students taught through the one stays rest stray strategy have better improvement than students taught through the self directed learning strategy.

Keywords: One Stays Rest Stray Strategy, Narrative Text, Self Directed Learning, Reading Comprehension

ABSTRAK

Penggunaan teknik "one stays rest stray" dalam mengajar pemahaman membaca teks naratif di SMK Negeri 3 Parepare. Dibimbing oleh Raff'ah Nur dan Nasrullah.

Pemahaman dalam membaca merupakan bagian terpenting dari kemampuan membaca. Namun, Pemahaman dalam membaca tidak dapat dicapai, karena siswa tidak dapat memahami materi bacaan dengan baik. Di samping itu, banyak siswa yang terlihat sulit untuk mengerti teks berbahasa Inggris dan malas untuk mencari strategi yang tepat untuk mengkolaborasikan pemahaman membaca mereka dikarenakan keterbatasan akses di lingkungan tempat tinggal. Hal ini menjadi sebagian dari konsentrasi peneliti untuk melaksanakan penelitian ini, ketika melakukan observasi di SMK Negeri 3 Parepare, ditemukan hasil dari pemahaman membaca siswa masih dalam kondisi yang cukup bermasalah. Peneliti mengadaptasikan strategi One stays rest stray sebagai solusi terhadap kurangnya pemahaman membaca siswa. Dalam hal ini, tujuan penelitian ini adalah untuk mengetahui apakah strategi one stays rest stray dapat meningkatkan pemahaman membaca siswa kelas delapan SMK Negeri 3 Parepare. Peneliti menggunakan metode kuasi-eksperimen, dengan desain dua kelompok tes awal dan tes akhir. Sample penelitian terdiri dari 40 siswa dari dua kelas sebagai total populasi. Hasil analisis data menunjukkan bahwa pemahaman membaca siswa meningkat secara signifikan. Hal ini ditunjukkan oleh skor rata-rata tes awal adalah 37.90 dan tes akhir adalah 73.85. Hal ini menunjukkan bahwa strategi one stays rest stray bisa digunakan untuk meningkatkan kemampuan membaca siswa kelas delapan. Setelah menganalisis data menggunakan rumus uji t, hasil nilai uji t pada tes akhir adalah 5.295. Hal ini menunjukkan bahwa H_1 diterima dan H_0 ditolak, dan siswa yang diajarkan melalui strategi one stays rest stray memiliki peningkatan yang lebih baik dari siswa yang diajarkan melalui strategi discovery learning.

Kata Kunci: Satu Tetap Beristirahat Strategi Menyimpang, Teks Naratif, Belajar Mandiri, Pemahaman Membaca

INTRODUCTION

Reading is a significant skill because of its benefits for everyone, similar to get information. Reading is the window of the world. By reading, people can get more knowledge from books, magazines, newspapers, and others. According to Soedarso (2004: 4), reading is a complex activity by mobilizing a large number of separate, closed actions: people must use understanding and imaginations, take, and remember. Reading is the most important component in learning process and social interaction because first, reading is an indispensable communication tool in a civilized society. Second that the reading materials produced in any period of time in history most influenced by social background.

Reading is very important to us. Because by reading, we can feel some benefits, such as to improve or increase our knowledge about the outside world. Examples such as by reading the newspaper we can know what the incident is or has been happening in this world. Then we can know from reading the new words so far we do not know. Examples such as when we read books in foreign languages, like English. From the book, if there are words we do not know what that means; we certainly will try to find it through reading the dictionary. Th-3 with a reading we can improve fluency in spoken words. A to-4 that we can improve our brain's memory. Because with a lot of reading, we will usually continue to hone the ability of our brain. Parables like that if it continues to be sharpened knife will be a sharp knife. Whereas if we do not sharpening the knife, the knife would be a dull knife. So is the ability of our brain. If we continue to read, our brain will get used to working hard. Whereas if we are not accustomed to using it, our brain power capture will be slow and our brain nerve cells will not grow, as a result when studying very hard to capture that lesson quickly. And finally, with the reading we will not miss any news. Based on the problem above, the researcher drew the objective of the research was to find out that whether or not the one stays rest stray strategy can enhance reading comprehension of tenth years students of SMK Negeri 3 Parepare.

METHOD

This research used quasi –experimental method, which applied two group research designs. The researcher took sample of two classes: they were experimental class and control class. The population of the research was the second year of students of SMK

Negeri 3 Parepare in academic year 2018/2019. The total number of the population is fourteenth class. Data collection is done by applying comprehension reading tests as instruments. Reading comprehension tests take the form of multiple choice tests and essays. Questions are prepared by considering the reading material and techniques learned by students, it involves playing with ideas, figures, topics, sentences, chronological events and also the moral message of the text to answer questions. Competency standards are based on school determination.

RESULT

In the pre-test, conducted pre-test in both classes which categorized as poor classification score. The result was released before giving some treatment to students learning the process. The rate percentage pre-test score of experimental class and control class both in the same classification score. It means the reading comprehension of student still problematic, where there were 100% students had very low score categorized as a poor achievement. In the post-test, , there were improvements of experimental and control class. The post-test was conducted after giving treatment for both classes to find out the validity of the test. Post-test was given with the same text of pre-test, then the result was valued by calculating the mean score of post-test results. The experimental class used one stays rest stray strategy, and control class used discovery learning strategy to enhance their reading comprehension. There are heterogeneous data from poor to good classification appear in the table. That had been given and explained at the first meeting by the researcher. Despite the fact, there were improvements for both classes.

DISSCUSSION

Based on the findings and the discussion presented in the previous chapter, the researcher tried to conclude this research that focuses on the use of one stays rest stray strategy that could enhance students' reading comprehension. It was proved that the use of one stays rest stray strategy in teaching reading comprehension of the eighth-grade student of SMK Negeri 3 Parepare has a significant effect to enhance students' reading comprehension. In applying the t-test formula for the students' for both groups, it is found that the t-test was unequal with the t table, means this one stays rest stray can be used to enhance student reading comprehension. The result also shows the student mean difference was different. From these data, the researcher concluded that one stays rest

stray can improve students' reading comprehension by also combining it with the other classroom strategy.

CONCLUSION

Based on the conclusion presented in the previous sub-chapter, the researcher tried to give some suggestions for the future researcher and teacher about the English teaching. For the English teacher, they should apply the variety of method and strategy in the learning process which can make students enjoy the learning material and get meaningful knowledge to enhance their ability, in another hand the teacher should create the fun atmosphere for students. For students, it is suggested to find out the other text material in every single different language to enhance their reading understanding and comprehension. It is not only limited to one resources and one language, but reading comprehension also can be enhanced by trying to interpret the meaning of other language text into the local language or into the English language in the manner of one stays rest stray strategy.

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