

CHAPTER II

READING COMPREHENSION IN RECOUNT TEXT THROUGH ONE STAY/THREE STRAY METHOD

A. The Nature of One Stay/Three Stray Method

1. Definition of One Stay/Three Stray Method

Cooperative learning is a method to teaching that makes maximum use of cooperative activities involving pairs and small groups of learner in the classroom. One of the cooperative learning model is One Stay Three / Stray Method (OS-TS). Cooperative learning One Stay Three / Stray Method (OS-TS) was developed by Crawford. According to Crawford et.al (2005: 63),”One Stay / Three Stray Method is one part of cooperative learning in which this method was not only work in home group but also the students work in the other group and they will be active in share and report the result of their discussion”.

2. The Steps of One Stay / Three Stray Method

In teaching learning process,the researcher adopted the steps One Stay/Three Stray Method from Crawford. According to (Crawford et. al, 2005: 63-64) the steps of cooperative learning method One Stay Three / Stray Method (OS-TS) is as follows:

- a. The students are assigned to home group of four or five
- b. Going clockwise around the room, the teacher numbers the tables.the teacher also gets the students sitting at each table to count off, one through four or five

- c. The students are assigned a question to discuss, or a task to perform
- d. After they have worked on the task for an interval, perhaps 15 minutes, the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table one to table two, from table two to table three and so on)
- e. 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 or five should stay at their original tables.
- f. 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. The students who stayed behind explain as clearly as possible his or her group's answer to the question.
- g. 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.

3. The Advantages and Disadvantages of One Stay Three / Stray Method

A learning model is selected definitely has advantages and disadvantages.

- a. The advantages of cooperative learning model One Stay Three / Stray Method (Crawford, 2005: 64) as follow :
 - 1) It can be fun for the students
 - 2) The students enjoy telling their table mates what they learned
 - 3) The students enjoy being interviewed
 - 4) The students can learn to move around quickly to their new places
 - 5) Exposes the students to other face.

b. The disadvantages of this method are:

- 1) Take a long time.
- 2) Students who never learn in group feel difficult to cooperate.
- 3) Teachers tend to difficulties in classroom management.

In overcoming the disadvantages of the method, the researcher had tried to be able to manage the time and classroom well, and the last gave students motivation in order to make them be cooperative with their friends.

B. The Nature of Reading

1. Definition of Reading

The students can require much knowledge by reading. Then, according to Pang et al (2003:6) reading is about understanding written texts. It is a complex activity that involves both perception and thought. Moreover, according to Jain and Patel (2008: 113), reading means to understand the meaning of printed words i.e. written symbols.

Beside that according to Mikulecky (2008) reading is a conscious and unconscious thinking process. Grabe (2009: 14) says that, Reading is the process of receiving and interpreting information encoded in language form via the medium of print. Besides, he says that, Reading is the ability to draw meaning from the printed page and interpret this information appropriately. Meanwhile according to Nunan (2005: 69) reading is a set

of skills that involves making sense and deriving meaning from the printed word.

Based on some experts' opinions above, researcher concludes that reading is an extraordinary achievement, understanding written text, activity to understand the meaning of the text by conscious and unconscious thinking process. Then, reading is a set of skill to interpreting information with the aim to understand the printed word or written text.

2. Reading Comprehension

Comprehension can be meant the process by which a person understands the meaning of written or spoken language. Reading comprehension usually refers to the amount of understanding when reading the text. It represents how well readers understand the implicit and explicit meaning of the contents of the text they read. Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the text, and learning how to abstract meaning from text. In the other hand, in comprehending the text the readers need to know the way to comprehend the text because it will help them achieve a better comprehension. Each of those skills is important and captivated each other.

Furthermore, according to Duffy (2009:14), "comprehension is the essence of reading because the goal of written language is communication of messages". Moreover, Snow (2002: 11) states that reading

comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. In addition, Woolley (2011:15) states that reading comprehension is the process of making meaning from text. It means that reading comprehension is an activity to understand the writing text by active process to construct the meaning of the text. In addition, according to Pang et al (2003:14), comprehension is an active process in the construction of meaning.

From those explanations, it can be concluded that the reading comprehension is the process which tell us about how decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the text, and learning how to abstract meaning from text. In simply, it can be concluded that reading comprehension is an activity to understand the written text.

3. The Indicators of Reading Comprehension

As same as the other skill, in reading comprehension there are also some indicators that can be used to measure the students' comprehension. It means that those indicators are important to be learned by the students in order to make them well in reading skill. According to Mc Namara (2007:49), there are three components skill of comprehension as follow:

a. Inference-making.

Inference-making is essential to make sure that the reader is good to understand the meaning of text. To make the inference, the reader does not need to state every detail of the text which is not important. The reader only integrating the statements of the text and incorporate the general knowledge on the text.

b. Comprehension Monitoring

Comprehension monitoring is often assessed by requiring readers to detect inconsistencies in text, such as scrambled sentences, contradictory sentences, or statements that conflict with readily available general knowledge.

c. Understanding the Structure

The reader who understands about text structure and has expectation of the text is useful to help the readers build the background information and schemas to facilitate their construction of a meaning-based representation.

Furthermore, Klingner et al (2007:46) have state that “Vocabulary is essential part to comprehend the text. Vocabulary is fundamentally important for understanding the message”. It is not possible to the readers to understand the text if they have limit of vocabulary or they do not know the meaning of word in the text.

Heaton (1988:105-106) explains broadly the specifics skill which involves in reading comprehension which the reader can define as the ability to:

- a. Recognize words and group words, associating sounds words with their corresponding graphics symbols.
- b. Deduce the meaning of words by;
 - 1) Understanding the word formation (roots, affixation, derivation and compounding).
 - 2) Contextual clues.
- c. Understand the explicitly stated information.
- d. Understand relation within the sentence, especially;
 - 1) Elements of sentence structure
 - 2) Negation
 - 3) Fronting and theme
 - 4) Complex embedding
- e. Understand between parts of a text through both lexical devices (e.g. repetition, synonym, antithesis) and grammatical cohesive devices, especially anaphoric and cataphoric reference (e.g. he, they, it, the former, the latter) and connectives (e.g. since, after, because, although, however, in addition).
- f. Perceive temporal and spatial relationship, and also sequences of idea.

- g. Understand conceptual meaning, especially;
 - 1) Quantity and amount
 - 2) Definiteness and indefiniteness
 - 3) Comparison and degree
 - 4) Means and instrument
 - 5) Cause, result, purpose, reason, condition, addition, contrast, concession.
- h. Anticipate and predict what will come next in the text
- i. Identify the main idea and other salient features in a text.
- j. Generalize and draw conclusion
- k. Understand information not explicitly stated by'
 - 1) Making inference (i.e. reading between lines)
 - 2) Understanding figurative language
- l. Skim and scan (looking for the general meaning and reading for the specific information)

In addition, According to King&Stanley (1988) in Juita (2013), reading comprehension has five aspects, they are ; finding factual information, finding main idea, guessing the vocabulary, identifying references and identifying inferences. They will be explained by the researcher as follows:

a. Finding Factual Information

Finding factual information requires readers to scan specific details in a paragraph. According to King&Stanley (1988) in Juita (2013) , “the factual information questions are generally prepared for students and those, which appear with WH question word”. They also mention that there are many types of questions: reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

b. Finding Main Idea

Main idea is a topic sentence in a paragraph. King&Stanley (1988) in Juita (2013) who state that “the main idea is expressed as a complete thought and the main idea usually indicates the author’s reason or purpose for writing and the message he or she wants to share with the reader”. They also explain that each paragraph is organized in such a way that it has a main idea, which is often contained in the first sentence of paragraph. The rest of the paragraph support and develops this main idea. Sentence which usually contain the main idea are called topic sentence.

c. Guessing Vocabulary

Guessing vocabulary in context. According to King&Stanley (1988) in Juita (2013), “guessing vocabulary in context means that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar word to the context in the text”.

d. Identifying Reference

The reference is refers to pronoun. According to King&Stanley (1988) in Juita (2013), “reference words are usually short and very frequently pronoun, such as: it, she, he, this, etc”. Recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage. The reference could be to something which already been mentioned or to something which is going to mentioned.

e. Identifying Inference

Identifying inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two actions: draw logical inferences and make accurate prediction.

Based on the explanation above, there are some indicators of reading comprehension that need to be learned by the students in order to make them understand and comprehend about the reading comprehension especially about what they have read. In this research, the researcher only used the indicator such as, main idea, vocabulary, finding factual information, determining reference and the last is inference because of students' problem in reading comprehension and the researcher found the students that come from class VIII MTs Darul Khairat Pontianak, they got some problems in reading comprehension of recount text.

C. The Nature of Recount Text

1. The Definition of Recount Text

One kind of texts that is learned by Junior High School Students is recount text. According to Cavanagh (1998:11) Recount is retelling of past events. They are usually written as a series of events in the order in which they happen. In addition, such cited in Department for Education and Child Development, (2012:1) state that the recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Based on the explanation above it can be concluded that the

recount is a text that retells of past even and experience for the purpose of informing, entertaining or reflecting.

2. Generic Structure of Recount Text

In recount text, it also has generic structure and language feature same with the type of writing such Narrative text, procedure text, descriptive text, report text and etc. In recount text, there is no complication among the participants and that differentiates from narrative. According to Cavangh (1998:11) there are 3 generic structures of recount text.

- a. Orientation: The first stage tells us about who, what, where, and when, to help the reader place the events in time and place.
- b. Sequence of Events: This is the retelling of the events in sequence, which is organised in time.
- c. Reorientation: This is only used in literary recounts to ‘round off’ the sequence of events.

Based on the explanation from expert above, it can be concluded that there are some generic structure in recount text. They are orientation, sequence of events, and re-orientation. Firstly, orientation is talking about provides the reader with the background information to help the reader understand about the text such as who, where, when and etc. Secondly, retelling of the event in chronological order. Thirdly, reorientation is a summary statement or evaluative comment.

3. Language Features

In recount text has a language features, it same with another text where Language features is talking about to complete the rules in the story.

According to Cavangh (1998:12) there are some language features in recount text as follow :

- a. Descriptive language
- b. Past tense
- c. Time word to connect events
- d. Words which tell us where, when , with , who, how

Based on those explanations above it can be concluded that there are some language features; descriptive language, past tense, adverb of time and place.

4. The Example of Recount Text

Our trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

From the example of recount text above, the first paragraph is orientation, second and third paragraph is events and the last paragraph is reorientation.