CHAPTER II
READING COMPREHENSION AND OSRS STRATEGY

A. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is a process of coding information to the text. By acquiring comprehension skill the readers' can easily extracting meaning from the written text and finding some specific information that the readers intend to get. According to Woolley (2011: 15) "reading comprehension is the process of making meaning from text." Chair and Snow (2002: 11), reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Furthermore comprehension is extracting meaning of the words; it is the "essence of reading" Durkin in Tankersley (2005: 108). Those explain clearly that reading comprehension is an essential in reading to gain information. The comprehension process of coding information is through extracting and constructing at the very same time in reading, this two in one activity is named a process of inference to draw the meaning from the passage.

In conclusion, reading comprehension is an activity of getting, eliciting information or decoding information that is writer of the text intend to deliver to the reader. Comprehension has important role for the students in acquiring knowledge, so then the students will be able to achieve the target of reading and other subject that needs comprehension.

Moreover by mastering reading comprehension the students can attain possibility of having constant progress in their study that may lead them to be success in their studies.

2. Purpose of reading

Reading is very beneficial for students, because reading is important in academic learning. The purpose of reading is comprehending the text or elicit information in the text that is necessary for the students to master in their subjects. Johnson (2008: 3-4) states that reading is the practice of using text to create meaning. Reading is a constantly developing skill. Reading is the act of linking one idea to another. These statements strengthen that students must not take reading lightly as it is a skill that need practices.

Purpose for reading is related to the reasons people read. There are several reasons why people are reading, those are for pleasure, personal interest, learning and participation in the society (Mullis and Martin, 2015: 15). These reasons empower the students to read based on their need to get information or simply just for amusement. Brown, Johnson, and Kavassanu in Woolley (2011: 33) stated that reading purposes have high influence on learning outcomes when the readers have some purposes and goals. It means by having several purposes or goals in reading the students can enhance the information gain that will impact on their learning outcomes.

Based on those experts are clearly implied that reading purpose is important thing for the students in order to uncover information and to find specific details in the texts. Whether the reading purpose are done for amusement or learning, the goal of both are indeed comprehension. Without being able to comprehend, there is no way people be able to find amusement or information from the texts.

3. **The Aspects of Reading Compression**

There are some important aspects in reading comprehension that need to be learned. Furthermore, these aspects of reading comprehension are used in reading comprehension test that make these aspects need to be well mastered by the students in order to get good result in the reading test. These aspects are the foundation of the students to get well in comprehending reading text or material. There are four experts that the researcher has identified who mention aspects of reading comprehension. First is Chesla (2001: 1) in her book mention four basic reading comprehension skills that are also called aspects. The aspects of reading comprehension based on Chesla comprise of active reader, finding main idea, figuring words mean without dictionary, and telling the difference between fact and opinion.

The second is LearningExpress (2005: 17) which also mention four aspects of reading comprehension. Eventhough the number of aspects same with what Chesla mention, there is one different in Leaning Express. The aspects of reading comprehension Learning Express are find the basic

facts in a passage, determine the main idea of passage, determine the meaning of unfamiliar words from context, and distinguish between fact and opinion.

The third is Mullis (2015: 13) which also stated some similar aspects and different one from Chesla and Learning Express. In process off comprehension there are four aspects that need to be focused on, those are retrieve explicit information, making straightforward inference, finding main idea, and making reference.

The last but not least is Turlington (2013: 147) which mention five most common aspects of reading comprehension that are usually used in the reading test. Those are question of fact or detail, best title of main idea, reference, vocabulary and inference.

The aspects of reading comprehension which the four experts above mention has researcher arranged into table as follow:

Table 2.1 Reading comprehension aspects

No	Expert	Aspect					
		Identifying Factual Information	Identifying Main Idea	Vocabulary Meaning	Inference	Reference	Active Reader
1	Chesla (2001: 1)	√	√	√	-	-	√
2	Learning Express (2005: 17)	√	√	√	√	-	-
3	Mullis (2015: 13)	√	√	-	√	√	-
4	Turlington (2013: 147)	√	√	√	√	√	-

Based on the table above, the researcher decides to take five aspects of reading comprehension. These five aspects that are commonly used in reading questions are the one that the researcher going to use in testing the students reading comprehension toward reading materials. Those five aspects are as follow:

a. Identifying factual information

Finding factual information is indeed needs an effort, questions which ask some specific information make the reader work harder in finding them. T reader must scan the reading passage carefully in order to extract the factual info which the writer input on the text. The factual information that may ask such as event, identity, background, time, purpose, and reason.

b. Identifying main idea

Main idea is the central topic of the text discussion. Finding main idea is quite easy for some paragraph, but there are also harder for some. The key of finding main idea is by looking for statement which is supported by some arguments. The main idea is usually stated in the beginning of the sentence of paragraph, but can be denied that some paragraph main idea may stated in the middle or even in the end of the paragraph, and it is the most challenging for the reader when it is happen.

c. Understanding the meaning of vocabulary

Identifying the meaning of certain words are the most common question in reading. This type of question ask about the meaning of the word that is contain in the reading passage. To answer the question this type the reader must understand the context and link it with their prior knowledge to sum and come up with the idea or the answer.

d. Reference

Reference is used to find the relation of the idea to another ideas. It is type question that demand the reader to interpret the information. The reader asked what the selections means not just what is says. This type of question make the reader must scan the reading material deep down in getting the precise meaning to what is demanded by the question.

e. Inference

The most difficult type of question in reading is a question that ask beyond what is written on the passage. Drawing conclusion from this question type is the necessary part of reading comprehension. To answer this type of question the reader needs to look forward to draw conclusion from the passage and predict what will happen next.

4. **Teaching reading**

In language skills, reading is one of the important skill that need to be learned and teach in academic learning. Moreover in

learning English as foreign language subject, reading is absolutely crucial part that needs to give attention. According to Tankersley (2005: 165) "Reading is the foundation skill that determines whether a student will succeed in school or become just another dropout statistic destined to become society's burden." This statement is well-defined that reading has a big role in the education and society that make teaching reading is indispensable and irresistible. Furthermore if the student have no reading foundation they might be labeled as a burden in the society.

Harmer (2001: 70) mention that reading an active occupation. In order to do it successfully the reader have to understand the meaning of the words, picturing the words meaning, understand the arguments, and work out if agree with the idea. These are what need to be done in achieving the goal to be successful reader. Comprehension in reading is not come easy, as it is a practical skill that needs serious teaching and practices by doing exercises in every reading comprehension aspects. Snow (2002: 15) supported the idea that teaching reading comprehension is challenging, it is heightened in the current educational era because all students are expected to read more text and complex. The flows of demand is getting high in reading comprehension make the teaching reading become more challenging. According to Harmer (2001: 78) the teacher should exploit the text to the full to

match student's conditions which they will engage in reading. By doing this adjustment the students will have possibility to achieve comprehension in reading.

In teaching reading, the teacher must decide what needs to be achieve in the process to the end of the class. The material given also should match student's conditions such as level, grade and major. In choosing the materials, the teacher should exploit the text beforehand to make sure the reading material that will be given is appropriate and suitable to the ability of the students.

Aproproacy of the material is important also the use of the strategy in teaching and learning should be fit. Teaching is indeed chlangging for the teacher but also fun for some way. One of the strategy that might be effective and fun to be used in teaching and leaning is cooperative learning.

B. The Nature of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is method that emphasize the teaching and learning in form of group. According to Jolliffe (2007: 41), stated cooperative learning is not just to teach students to work together in a group, but also to give the students the skills to work independently. Johnson in Dimyati (2011: 23) stated that "Cooperative learning is actually generic term that refers to numerous methods for organizing and conducting classroom instruction". While according to Kagan (: 1.11), stated that

"Cooperative learning is an excellent vehicle for that learning because it emphasizes basic social skills (taking turns, expressing appreciation, requesting rather than grabbing) as well as skills necessary for academic success (listening, following directions, staying on task)."

From those definitions, can be concluded that cooperative learning is a term that used in the teaching and learning as a method that concern to the process of conducting discussion b in which the students can work together as a team to solve problems, so then they will have skills and courage to do things on their own later on.

2. The Role of Teacher and Students

In cooperative learning method, the roles are necessarily important part that determine the effectiveness of the method as a guidance of conducting the action in the classroom. There are roles for the teacher, also students in cooperative learning as followed:

a) The Teacher's Role

The teacher as the one in charge of learning process of the students in the classroom is a central part in teaching and learning. According to Cohen (2004: 124), the teacher roles in cooperative learning are as moderator or initiator, expert, instructor, and facilitator. Those teacher's role are described below:

1) Moderator or Initiator: It is a role of the teacher in which the teacher act as a helper or as the one who in charge to the flows of the teaching and learning the classroom.

2) Expert: It is a role of the teacher in which the teacher act as the one who is knowledgeable, a place which the students can ask regarding to the subject.

3) Instructor: It is a role in which the teacher give instruction to the students to control the class and the process of learning in order to keep it on the line.

4) Facilitator: It is a role that the teacher facilitate the students by providing some necessity that needed in the process of learning such as information and guidance.

b) The Students' Role

As the teacher has some roles in cooperative learning, the students also have their roles in cooperative learning. According to Cohen (2004: 173-174), said that the students' roles are to support teacher in their delegation of authority, follow the norm, and carry out the duty as students. These mean that the students' role is supporting the teacher in learning activity in form of carry out the duty such as doing exercises and asking question.

C. **The Nature of One Stray Rest Stay**

1. **Definition of One Stray Rest Stay**

One stray rest stay is one of the model of cooperative learning which once is developed by Kagan. As Lie in Rodiana (2013: 4) stated "one stray rest stay is one of the teaching strategies in cooperative learning. The structure of one stray rest stay give a chance to the group to share the result and information to other groups." Supported by Jacobs in Surjosuseno (2011: 133) "one stray is a teaching strategy in which the group consist of three to nine students." Though another expert stated that one stray rest stay is group study consist of four people which one of the member is straying and the other member are staying (Kagan, 2009: 6.30). That number three to nine is consider as small group which make it beneficial such as individual learner has more chance to speak, it has equal share of participation, decision making less time, and there will be not much hassle (Jasper, 2013). In this strategy once the students move to the field placement, the students are asked to articulate what values, norm, and roles in the placement than discuss to find solutions to problems that occur when working in a group (Cohen, Brody, and Shevin, 2004: 134). It means that one stray rest stay is a group study which the member can be suited based on the total of the students in certain class. It also encourage the students to cooperate between groups. Can be concluded that one stray rest stay is a group study that allows the group to cooperate with other group.

One stray is teaching strategy that use cooperation in the application. This technique allows the students to interact between groups to share and discus their finding regarding their group result in particular subject. The application of this strategy demand the students to be able to cooperate and responsible based on their role in a group.

One stray rest stay is kind of collaborative strategy that its application make the students moving around the room to share information. This technique also allows the students to act like a teacher. As they discus and spit out their ideas and thinking with others, it also helps them to get a hand on deeper concept of the topic. By understanding the concept the students should be able understand and master the materials quickly.

2. **Procedure of Implementing One Stray Rest Stay**

According to Kagan (2009: 6.30) the total member in this strategy is four people, one teammate stray from the team or group to another group to share and gather information while the rest are staying. The straying time is decide by the teacher, once the time is over the students asked to return to their original member of the group to share and compare the information or discovery that the straying member obtain from other group with the information of the staying members. The procedure of conducting one stay based on Lie in Destiyawarni (2015: 5) are as follow:

a. Teacher introduces and explains about one stray rest stay strategy.

b. Teacher divides students into groups. One group consist of four students.

c. Teacher prepares narrative texts and questions for each group

d. Teacher appoints two students one student as the strayer and the rest as stayer. It does by the teacher to all groups.

e. Groups are given a narrative text and a task about the text.

f. Teacher ask the groups to discuss the text and complete their work in certain duration of time.

g. Groups do the task about answering the questions based on the text that given. In their original group, both the stayer and strayer discuss how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the text that given.

h. After all group have finished discussing and answering the task, teacher asks the strayer to leave their group and each go to different groups. If their group have difficulties in answering the task they can ask another group to explain how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the text given.

i. Teacher asks the remaining group members (stayers) to accept the guests and explain what their group has done to them. If there is a group had difficulty in answering the two tasks, then, they must explain how to comprehend the text which covers supporting idea, implicit information, word meaning, and pronoun reference from the text given.

j. Then, teacher asks the guest (strayer) to excuse themselves and back to their group and report the answers from other groups, while the stayers report on the feedback they have received.

k. Lastly, teacher asks the groups to revise and complete their work.

3. **The Advantages and Disadvantages of One Stray Rest Stay**

One stray rest stay strategy as it is one of the model from cooperative leaning, it has advantage and disadvantage quite similar to other cooperative learning models. According to Jolliffe (2007: 6) stated that cooperative learning is one of the heaviest research areas in education. However, there are three main advantages from cooperative learning, those are achievement, interpersonal relationships, and psychological health and social competence.

a. Advantages

Improvement in learning have been shown through:

1) Greater productivity

2) Higher process gain (more new ideas and solution)

3) Greater transfer of learning from one situation to another

4) More time on task

5) Greter problem-solving

Improvement in interpersonal relationships have been shown through:

1) Promoting the development of caring and committed relationships

2) Establishing and maintaining friendships between peers

3) A greater sense of belonging and mutual support

4) Improved morale

Improvements in psychological health and social competence have included:

1) Higher self-esteem

2) Improved self-worth

3) Increased self-confidence

4) Greater independence

5) Supporting sharing of problems

6) Increased resilience and ability to cope with adversity and stress

b. Disadvantages

Where there is advantage there is also disadvantage. Based on Kagan (2009: 7.22) the disadvantages in cooperative leaning divided based on the team or group type and those are:

Heterogeneous

1) Requires teacher prep-time

2) Requires ranking and labeling students

3) Limited   contact between the high achievers

4) Limited leadership opportunities for low achievers

To cover these disadvantages, the teacher shoud really prepare beforehand and be well manage the group.

Random

1) Could form "winner" and "loser" teams

2) Diversity not ensured

3) Teams with friends, potential for off-task behavior

4) Teams with enemies and conflicts

To cover this disadvandatages, the teacher can omit the winner and loser system and replace it with the explanation of the teacher itself in the last part of the activity and also well manage the group is necessary to avoid conflict.

Homogenous

1) Too-similar groups lack input in Zone of Proximal Development

2) Negative stereotypes

3) Poor self-esteem for low groups

4) Lack of equity

5) Difficult to manage class of teams at different ability levels

To cover these disadventages, the teacher should motivate the students and manage the dispersion of the students equally in term of ability for each group and put up more effort to mange the class to make it always under control.

Student-selected

1) Not balanced

2) High potential for off-task behavior

Solusion prepared for these disadventages are depending on the total students in the class and the other are mange and control the class.

4. **Review of Related Research**

There are some related research that can be use as reference in this research. First, Hamiddin which conducted similar research in 2012 entitled "Improving Students' Comprehension of Poem Using Two Stay-Two stray Strategy." Thought his study is used to improve, his technique is basically base on one stray strategy that was developed by Kagan. This study aimed to improve the students' reading comprehension on Poem, and the result is indeed proved that the students' ability is improving.

The next study, conducted by Agust 2012 under the title "The effectiveness of One Stray/Three Stray Method to Teach Reading Viewed from Students' Self-Actualization ." this is also the same one stray that is Adapted from Kagan. This study by Agust and friends show that this is more effective than Grammar-Translation Method to teach reading for the eleventh grader of SMA Negeri 01 Daik Lingga. Another positive result also sprout the students' positive independence, team formation, accountability, social skills, and structure and structuring.

D. Rationale of Research

From the previous studies, the finding have encourage the researcher to conduct research in reading comprehension by using one stray strategy. The differences of this research to the research above is, in this research the researcher will use pre-experimental research in form of one group pretest and posttest desing, which is the research applied to the single group of the population which is in this reseach is a single class.

The focus of this research also purely on the effect of the strategy that used to teach reading comprehension without comparing the strategy used with other strategy of teaching and learning. The reseach that was conducted was formed under the title the effect of one stray rest stay (OSRS) strategy in teaching reading comprehension.

The place of the research also conducted in different place, which was in this reseach the area of the resach in the West Kalimantan and precisely is in Sambas regency area which is Subah district. This reseach was conducted in the SMAN 1 Subah in the academic year of 2015/2016.