

## **Using Three Stay One Stray Strategy to Increase the Ability of the First Year SMA NurulFalah Students in Comprehending Narrative Text**

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**Abstract.** A good reading comprehension is a necessity for students who studying English. Dealing with the result of survey, this study aimed to increase the students' ability in comprehending narrative text by using Three Stay One Stray Strategy. It also investigated the factors which cause the students' improvement. This study was conducted to 40 Senior High School Students who are in the first year at SMA Nurul Falah Pekanbaru. At the beginning of this study, the students did pre-test containing five components of reading comprehension in order to know the students' base score. The students then divided into groups consist of four people and taught by using the strategy through two cycles. At the end of each cycle they were given post-test to know the students' achievement in comprehending narrative text. The score in post-test I and post-test II increase compared with the score in pre-test. The result showed that Three Stay One Stray Strategy can increase the students' ability in comprehending narrative text. In addition to this study, it proved some factors such as students' activeness, vocabulary mastery, motivation and teacher's explanation cause the students' improvement.

**Keywords:** *Reading comprehension, Three Stay One Stray Strategy, increase, narrative text*

### **INTRODUCTION**

Reading receives a special focus in learning English. There are a number of reasons for this. First, it is required by the students in order to access information and broaden their knowledge from the English Text. Reading helps students to practice critical thinking, to increase vocabulary and to improve memory. Beside that, reading also has a close relationship with the students' success since it depends on the amount of their reading ability. If their reading skill is poor, they tend to fail in their study or at least they will be difficult in making progress. On the other hand, if their reading skill is good, they will have a better chance to success in their study. Reading then, is a skill which is highly valued by the students and the teachers alike.

According to School Based Curriculum (KTSP) 2006, the aim of teaching English is to develop the students' competence in communication whether in spoken and written form. It emphasizes teaching English on mastery of four language skills as has been mentioned above.

In reading competence, the students should be able to comprehend the meaning of short functional texts and essays in the context of daily life activities and to access knowledge. There are a number of the texts types provided in learning English. One of them is narrative. Although narrative has been familiar taught at school, many students still have difficulties to comprehend it.

Based on the writer's observation and information with the teacher at SMA NURUL FALAH, she found that the students still have problems in comprehending reading text. The students can not catch the message or the author's idea, so that they can not understand the text fully. The students' problem in reading comprehension also can be seen from the result of the multiple choice test given by the researcher to the students in class. There were 10 questions about finding factual information, finding main idea, finding the meaning of vocabulary, identifying reference, and making inference.

The result of the test showed that there were 3 students or 5% of the students could reach good-excellent level, 15 students or 37.5% could reach average-good level, 13 students or 32.5% of the student was at poor-average level and 9 or 25% of the students was at poor level. The average score of the test was 56.25 while the minimum criteria of achievement (KKM) of English subject at SMA NURUL FALAH is 70. In other words, it can be concluded the result of the test had not achieved the minimum criteria of achievement of English subject at SMA NURUL FALAH yet.

The problem in reading comprehension is caused by several factors; the factor that comes from the students themselves and the factor that comes from the teacher. The factor that comes from the students is the students' lack of vocabulary. Another factor is the students' low motivation and interest to read the passage. The factor that comes from the teacher concerns with the teaching strategy applied in the classroom. It does not work enough to influence the students' ability, particularly in reading. Due to the condition above, teacher needs to apply a suitable strategy which can help to increase the students' reading ability so that the reading goal can be achieved.

Three stay one stray as a kind of cooperative learning strategy can be one alternative which creates the teaching English more actively and effectively. It was developed by Spencer Kagan in 1992. In TSOS a group consists of four students solve a problem given by the teacher. After finishing discussion, three members stay in group to share the information

of their group result to guest and one student strays or goes to another group to find and compare the team's solution (Kagan. 1992).

There are a number of advantages of using TSOS Strategy. It is used to avoid the students' boredom caused of the formation of permanent group and provide an opportunity for students to interact with other group. In addition, by having the social interaction with another friend, the new ideas come followed by the development of students' intellectual (Kagan, 1992 in Yusril, 2009). That is why the students can share information not only with their own group but also with the other group.

Three Stay one Stray offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor (Millis, 2011).

There are many researchers which have done the study about Three Stay One Stray Strategy. They are successful in conducting their research and it affects good result to the students' achievement in learning. In this study, the researcher is eager to apply TSOS strategy into the classroom in order to overcome the students' problem in reading. She believes that this strategy can also deliver good result for the increasing of student's reading comprehension.

There are two general objectives of this research. First,to increase the reading ability of the first year students at SMA NURUL FALAH in comprehending narrative text by using Three Stay One Stray Strategy. Second, to find out the factors which cause the improvement of students' reading comprehension.

## **METHODOLOGY**

This study is a kind of classroom action research. This project is held with a purpose to solve problems in teaching learning process and ultimately improve students' ability. Kemmis and McTaggart (1988) say that action research is a form of collective self reflective enquiry undertaken by participants in social justice of their own social or educational practices, as well as their understanding of these practices and the situation in which the practices are carried out.

The process of action research is a form of cycle. There are four steps in doing the action research; they are planning, action, observation, and reflection. In this study, the writer planned to conduct one cycle only. But, if the result was still not satisfying, it would be continue to the second cycle.

This study conducted at SMA NURUL FALAH from February to March 2012 on academic year 2011/2012. The subject of this research was the first year students of SMA NURUL FALAH, class X.1.

Below are the procedures of the study;

### *Cycle 1*

- This study was began with planning such as prepare the lesson plan that will guide while teaching, prepare some reading text from the text book or other materials, preparing the observation sheet to observe the writer when teaching students, preparing any kinds of task or assignment, and preparing the pre test that will be given to the students before the writer doing teaching in class and the post test that will be given after applying three stay one stray strategy.
- The researcher then applied the use of Three Stay One Stray for 2 meetings (the duration of each meeting was 2x45minutes). The class was started by conveying the purpose of the lesson which is going to be achieved. After that the teacher presents and explains the learning material generally in order to help students to comprehend the lesson. The teacher introduces the strategy then groups the students of four. It is an heterogeneously group consist of the students with high ability, medium ability and low ability. In group, the students would do activities as follow;
- Students get worksheet and discuss it together in their own group
- In a given time, teacher asks one student from every group goes to the other group to see or take the information (the student who goes is determined by the teacher)
- Three other students stay in group to give the result of their discussion to quest
- The student who stray gets back to his/her own group and tell the member what information she/he has gotten
- Every group to check the finding and rehash their group result
- During teaching and learning process, teacher's and students' activities would be observed. The researcher use observation sheets and field notes in noting all things happened while doing the research.

- In this reflection phase, the researcher specified and analyzing what she has done in teaching activity in the classroom. This finding is used by the researcher as basis for revising for the next cycle. Here, the researcher thinks over the weakness and strength of the teacher and students in teaching and learning process.

## *Cycle II*

If the result in the first cycle had not been satisfying, the researcher would continue to the second cycle. In this second cycle, the researcher re-taught the students by using Three Stay One Stray strategy. The researcher made the improvement to the way of teaching according to the reflection done in the first cycle.

In this study, the researcher would collect the data by distributing the test to the students (pre-test and post-test). Pre-test was given at the beginning of the research to know the students' base score and post-test was given after the treatment to know the students' improvement after being taught by using TSOS. The test was made in accordance with the standard for the first year SMA students as written in syllabus that in reading, they are expected to be able to comprehend narrative text. It consisted of 25 multiple choice questions found from books or any relevant sources and the components of reading comprehension such as finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference and making inference were included in the text.

Besides through reading test, other ways to collect the data was by using observation sheet and field notes. It was done by a collaborator. The collaborator needed to observe students' and teacher's activities. Then the researcher and the collaborator would discuss their finding to make improvement for the next meeting.

The quantitative data was analyzed by using statistical analysis. To analyze that data, the writer would use a formula quoted from Hatch and Farhady (1982). The students' percentage was based on the number of their frequency divided by the number of the respondents, and then the results are multiplied by 100. The formula used:  $P = \frac{x}{N} \times 100$

The students were classified into four levels of ability. It was based on Harris (1974).

**Table 1Classification of Students' Ability**

NO	CLASSIFICATION	
	RANK / SCORE	CLASSIFICATION
1	80 – 100	Good to excellent
2	60 – 79	Average to good
3	50 – 59	Poor to average
4	0– 49	Poor

To know the students' ability in comprehending texts in pre-test and post-test, the

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

following formula was used:

Where:

$\bar{x}$  = The average score

$\sum x$  = The sum of the raw score

$N$  = The number of the students

Meanwhile, the qualitative data would be gathered through filling the observation sheet and field notes in every meeting. To analyze the qualitative data, the researcher used managing data, reading and memorizing, describing, classifying, and interpreting (Gay, 2000 in Nadeak, 2010).

## FINDINGS AND DISCUSSION

In this study, the researcher found that there was improvement to the students' ability in comprehending narrative text from the first test (pre-test), the second test (at the end of cycle I), and the third test (at the end of cycle II). Here is the table of the students' level in comprehending narrative text;

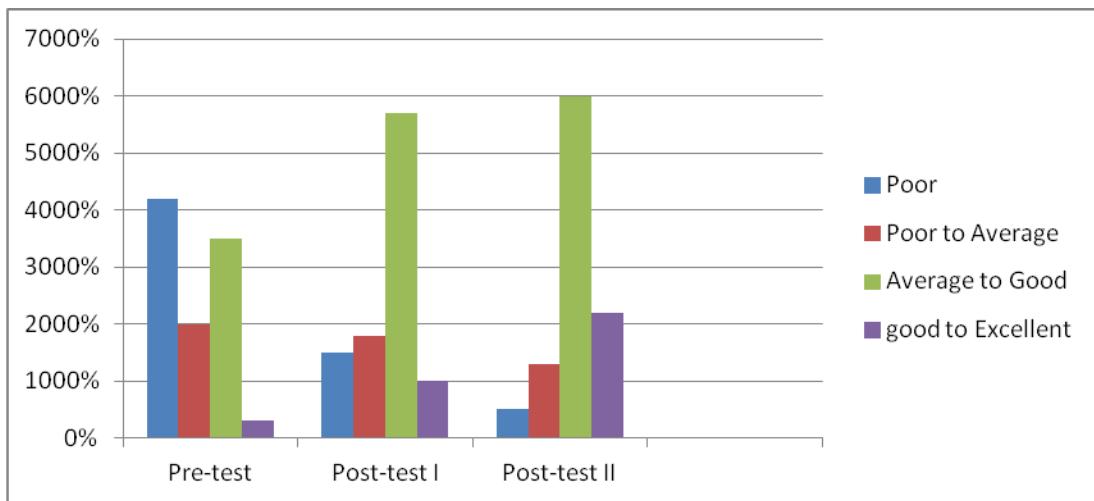
**Table 2 The Student Level in Comprehending Narrative Text**

No	Test	Poor	Poor to Average	Average to Good	Good to Excellent
1	First	42%	20%	35%	3%
2	Second	15%	18%	57%	10%
3	Third	5%	13%	60%	22%

From the table, it can be seen that in the first test, the students' base score in comprehending reading text were dominated by poor level of ability, there were 42% students, but at the second test the percentage of poor level decreased become 15% and at the third test the poor level reduced until 5%. The percentage of the level poor to average was 20% in the first test, 18% in the second test, and the last test was 13%. Then the percentage of the level average to good was 35% in the first test, 57% in the second test and 60% in the last test. For the level of good to excellent, it increased in every test from 3% to 10% until 22%.

Now, let we see the increasing of students' ability from pre-test, post test I and post-test II in this following graph;

**Graphic 1. Students' Ability in pre-test, post-test I and post-test II**



After analyzing the students' individual ability in each component of reading comprehension, the researcher found that many students had difficulties in comprehending narrative text. The most difficult problem faced by the students was to find the meaning of vocabulary in context. It was also difficult for them to identify reference and to make inference. The average score of students in pre-test was only 54.8, while the average score in post-test I was 63.2 and in the post-test II the score increased to 71.4.

Actually, the improvement reached by the students was influenced by the students' activeness while following the strategy and the researcher explanation about the material. Vocabulary mastery and motivation also delivered good contribution to the students' improvement. In addition, the researcher as a teacher also had helped the students to solve their problem in reading comprehension through Three Stay One Stray Strategy. Here is the explanation about the process of study when using TSOS.

## 1. Cycle 1

In the implementation of TSOS strategy, the lesson was begun by giving motivation to the students. After that the teacher explained the learning material then divided the students into group. In group, they shall work together on a given topic. After finishing discussing, every group sent one member to the other group to look for and compare the team solution while three others undertake to share the information to quest. The member who strays then came back to his/her original group and after that they rehash their group result.

In this cycle, teaching and learning process did not run effective yet. Some students did not pay attention to the teacher while explaining material. While doing group work, some students liked to move to others group and talked with their friend than to do discussion. The students asked the teacher about unfamiliar words many times. Besides that, the students still got confused following some procedures since they had never been taught by using this strategy before. They did not know what actually to do when stay or stray.

## 2. Cycle II

Different from the previous cycle, the implementation of activities in this second cycle was better. The students had been common with TSOS strategy and could follow the steps finely. When having discussion, they worked together and helped each other to comprehend the lesson. For further description, we can see the improvement of students' activities in each cycle as follow;

**Table 3 The Improvement of Students' Activities**

No	Students' Activities	Cycle I		Cycle II	
		1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting
1	Listen	2	2.4	3.07	3.62
2	FormGroup	2.1	2.75	3.75	3.85
3	Discuss	1.85	2.37	3.2	3.55
4	Stay	1.76	2.4	3.2	3.53
5	Stray	1.8	2.6	3.1	3.5
6	Get Back	1.8	2.6	3.1	3.5

7	Rehash	1.82	2.5	3.3	3.65
T.Average		1.88	2.52	3.24	3.6
<b>Criteria</b>		<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Good</b>

From the table, we see that there was improvement reached by the students during teaching and process by using TSOS strategy. In the first meeting of cycle I, students' average was 1.88. It shows that the students' activity was poor. In the second meeting, students' average was 2.52. It shows that the students' activity in this meeting was better than the previous one. It is at average level. The students' activity in cycle II was good. It was 3.24 in the first meeting and increased to 3.6 in the second meeting. As a whole, it can be concluded that the students' activity improved from the first to the second meeting.

Furthermore, the improvement of teacher's activities during teaching and learning process is served as in the following table;

**Table 4The Improvement of Teacher's Activities**

Teacher's activities	Cycle I		Cycle II	
	First Meeting	Second Meeting	First Meeting	Second Meeting
	2.4	3	3.4	3.7

#### *Trustworthiness*

After applying all steps of Three Stay One Stay Strategy to the first year students at SMA Nurul Falah Pekanbaru, the writer found some strengths and weaknesses during the process. The strengths are listed below;

1. The students were interested in learning reading by using cooperative lesson type TSOS because they could solve their problem by discussing together with their friend
2. This strategy could build the students' confidence since they can share each other with their team or other team
3. This strategy helped students to build collaborative skill and knowledge
4. The students were trained to be active in comprehending reading text

While, the weakness of applying the strategy are as follow;

1. In the first meeting the researcher got difficulty to apply TSOS in the class because of less attention given by the students and also the students were not accustom with the strategy
2. The teacher had problem to control the class due to the large amount of the students in the classroom

## **CONCLUSION**

After conducting the treatment and see the result reached by the students, the writer points out that Three Stay One Stray Strategy can increase the reading ability of the first year SMA Nurul Falah students in comprehending narrative text. Based on the data, the students' ability in comprehending the text grew better after they taught through the strategy in the class. The students' average score in the first reading test is 54.8, while the average score in the second test is 63.2 and the last test 71.4.

In accordance with the result of this study, the factors which cause the students' improvement is that Three Stay one StrayStrategy makes the students more active and cooperative. They can learn together not only in their own team but also in another team, get information from their friends, share their thought and idea while reading to the text. Furthermore, the students' activeness through the strategy, motivation, vocabulary mastery and the teachers' explanation of the material also give strong effect to the students' improvement.

Based on the result of this study, the researcher would like to offer some suggestions for the teacher who will bring TSOS strategy into the. First, teacher needs to create a classroom condition in which the students become active and enjoyed while studying English especially in reading. Second, the researcher suggests the English teacher to consider using Three Stay One Stray Strategy in teaching reading since this study show successful result in increasing the students' reading comprehension. Third, in using TSOS strategy, the teacher needs to monitor group activity effectively because sometimes students like to do unimportant thing while studying. Fourth, during teaching and learning process, teacher should give more attention to the students' comprehension and also guide them following each process of the strategy.

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