

## The Effect of Using One Stay Two Stray Method of Cooperative Learning on Reading Comprehension of Junior High School Students

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### Abstract

This study investigates the impact of the One Stay Two Stray (OSTS) collaborative learning strategy on reading comprehension among junior high school students in Indonesia. Recognizing the challenges faced by students with limited English proficiency, the research employs an experimental design involving two classes from SMPN 1 Tamanan. The experimental group received reading appreciation skills training through the OSTs method, while the control group engaged in traditional individual learning. Data were collected through pre-tests and post-tests, with results analyzed using a t-test to determine statistical significance. Findings indicate that the experimental group demonstrated a significant improvement in reading comprehension, with a post-test mean score of 97.81 compared to 92.85 for the control group. The t-test results ( $t$ -value = 2.16) exceeded the critical value (2.01), confirming the effectiveness of the OSTs method in enhancing students' reading skills. This study underscores the importance of collaborative learning strategies in fostering better comprehension abilities in language education.

### Introduction

Reading is one of the essential skills involved in language learning, alongside speaking, writing, and listening. For Indonesians, it acts as a crucial tool for comprehending scientific literature that they need to study. Due to their limited English proficiency, they frequently face challenges when engaging with required readings. Reading plays a vital role for everyone in acquiring new knowledge and information in a constantly evolving world. Additionally, it is a multifaceted skill. It is also one of the fundamental skills necessary for language acquisition, alongside the other skills. Students need to excel in these skills to effectively read in various subject areas.

In the realm of reading skills for junior high school students, Curriculum Merdeka highlights several key elements aimed at fostering effective reading abilities. The Curriculum Merdeka promotes the notion that students should not only focus on the technical aspects of reading but also seek to comprehend and analyze the content of the texts. This encompasses: Reading Comprehension, where students are anticipated to grasp the information conveyed in the text, including the meanings of words and the structure of sentences.

In order to understand the text, readers need to be able to navigate every aspect of it. Comprehension becomes easier when readers can effectively organize the material. Many students struggle to grasp the components of a new text. According to Grellet (1996, p. 15), a similar issue occurs when students cannot immediately understand and their inability to deduce the meanings of unfamiliar elements often leads to feelings of discouragement and anxiety when encountering new texts.

The One Stay Two Stray strategy, introduced by Kagan in 1992, is a collaborative learning approach. In this technique, students collaborate in groups and exchange information. This approach encourages active engagement, communication, and teamwork among learners. It aims to improve students' comprehension and retention of the content through interaction and discussion with peers. Considering this explanation, it is intriguing to investigate the impact of the One Stay Two Stray method on students' reading comprehension.

## **Method**

The study design in this exploration is an experimental design. Because the purpose of this study is to know whether there's a significant effect or not to the subject that's given a certain treatment. For this purpose, the experimenter needs two classes from the eight classes by unity test. The scholars' score of the unity test are homogenous, two classes were taken as the repliers of the study aimlessly. But, the students score of the unity test is miscellaneous. So, the repliers were taken from two classes that had the closest scores. The experimenter determined which class as experimental group and which class as control group aimlessly. The first group was used as experimental group and the alternate group was used as control group.

In this study, the experimental group entered treatment, in which they will be tutored reading appreciation skills by OSTs system, while the control group was tutored in the form

of individually while students work collectively. latterly, both groups will be given a post-test.

In this study, Experimenters used tests to collect data, and the primary data was the students' Reading Comprehension.

The result of this pretest-posttest control group design was anatomized by using t-test. The expression of t- test is as follow:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

Notes:

- a. Mx = Mean of experimental group  
My = Mean of control group
- b. Nx = Number of respondents in experimental group  
Ny = Number of respondents in control group
- c. x = The deviation of x2 and x1  
y = the deviation of y2 and y1

## Findings and Discussion

There were some data attained from SMPN 1 Tamanan. The primary data were gained from the reading post-test. The study was conducted the study from October 10th, 2024 until October 26th, 2024. Before conducting the post test, researcher conducted try out test in Class 8A SMP Negeri 2 Tamanan Bondowoso, in October 1st, 2024. The post test was conducted in October 26th, 2024 for Class 8B as Experimental group and October 22th, 2024 for Class 8A as Control group. The results of thepost-test scores with two classes 8A and 8B were that in the experimental class(8B) the highest pupil score was 100 and the smallest student score was 93, while in the control class(8A) the highest student score was 100 and the smallest student score was 83.

Finally, the t-test formula is applied:

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t = \frac{20,5 - 16,9}{\sqrt{\left( \frac{626,5 + 1192,7}{26 + 26 - 2} \right) \left( \frac{1}{26} + \frac{1}{26} \right)}}$$

$$t = \frac{3,6}{\sqrt{\left(\frac{1.819,2}{50}\right)\left(\frac{1}{13}\right)}}$$

$$t = \frac{3,6}{\sqrt{(36,384)\left(\frac{1}{13}\right)}}$$

$$t = \frac{3,6}{\sqrt{2,799}}$$

$$t = \frac{3,6}{1,673}$$

$$t = 2,16$$

To examine whether the difference between the means of the control and experimental group is statistically significant, the t-value obtained should be consulted with the critical value in the t-table. The researcher used the 5% (0.05) level of significance. The degree of freedom as follow:

$$Df = n_x + n_y - 2 = 26 + 26 - 2 = 50$$

t-test critic an significance level of 5% with Df (50) is 2.01.

The t-table was 2.01 and the obtained t-value was 2.16 so the t-value was higher than the critical value (2.16>2.01). From the result, it can be concluded that the difference was statistically significant.

Based on the statistical analysis above, the summary of the result of t-test could be seen on the table:

Table 1. The Summary of the t-test result

	Experimental Group (X)	Control Group (Y)
M	20.5	16.9
n	26	26
$\sum x^2$	626.5	1192.7
Df	50	
t-statistic	2.16	
t-table	2.01	

The preface of OSTS enables students to read with a strategic approach. Before reading, students actuate their previous knowledge to make prognoses about the content. As they read, they concentrate on processing words directly and speedily while also understanding their meaning. However, they draw on their background knowledge to clarify

their meaning and occasionally engage with the textbook by asking themselves questions about its content, If they encounter strange words. Grounded on their prognostications about possible issues, they will assess their prognostications and revise them if necessary.

From the explanations over, it can be concluded that students do some conditioning to ameliorate their understanding of the textbook, it means that they use their cognitive capability diligently.

### **Conclusions**

The result of this study showed that the students in the experimental group got better development in the average scores than the students in the control group in reading appreciation test. The difference is shown by the development of the average scores too.

The class that used OSTs got better enhancement in the average scores than those without OSTs tutoring. It was showed by the difference of the mean score ahead and after usable treatment of both groups. The mean score of post-test in the experimental group was 97.81 and the mean score of the post-test in the control group was 92.85. From the score we find out that the score differences of the experimental group show the enhancement of reading capability.

Grounded on the exploration result above, experimenter set up that the  $t$ -table was 2.01 and the attained  $t$ -value was 2.16 so the  $t$ -value was advanced than the critical value ( $2.16 > 2.01$ ). It can be concluded that there's a significant effect of using one stay two slapdash system of collaborative literacy on reading appreciation achievement of inferior high academy students.

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