

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading as one of the language skills has an important role for those who want to master English well. Reading is one way for the reader to receive information from the writer in the form of text. Reading can also improve the readers' vocabulary. Also, Reading has a purpose it is something that almost everyone does in everyday, it is an integral part of daily lives, taken very much for granted and generally assumed to be something that everyone can do it. The reason for reading depends very much on the purpose for reading, and readers know exactly what they are reading.

According to Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. In other words, the readers transfer meaning from the text and give assessment from the text to understand the message communicated. Thus, reading needs more attention from the students because the students must have good comprehension of the text to get the meaning from the text.

According to Linse (2005, p.69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the students must be able to decode (sound out) the printed words and also

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comprehend what the students read. The similar definition stated by Nunan (2013, p.69) that reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. It can be concluded that reading is a more much complex process to obtain ideas or meaning from a text, which is symbolized in written reading the assigned section, teacher and students should discuss it.

Brown's statement (2003, p.185) says that, reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability. It means that reading is the result of interaction for success in language ability, represent language and the reader's language skill, and cognitive skills and knowledge of the words. According to Dorn and Soffos (2005, p.6) reading is a complex process involving a network of cognitive actions that work together to construct meaning. In other words, we assume some communicative intent on the writer's part which the reader has some purposes in attempting to understand.

As pointed out by Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. In

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

other words, the readers transfer meaning from the text and give assessment from the text to understand the message communicated. Thus, reading needs more attention from the students because the students must have good comprehension of the text to get the meaning from the text. By reading, the students can get information what they want to know.

Based on the theories above, it can be concluded that reading is a complex process to obtain ideas or meaning from a text which is symbolized in written or printed language. It is one of the ways to communicate certain message between the writer and the reader. By the reading activity, students may gain important information that is not presented by teachers in the classroom.

2. The Nature of Reading Comprehension

According to Jannete (2007, p.2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text.

According to Lems, Miller and Soro (2010, p.170), reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. It means that the readers must know about the strategies to comprehend the text. In addition, Lems,

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Miller and soro (2010, p.172) stated that reading comprehension requires the use of strategies before, during, and after reading. It means that in teaching reading, as a good teacher should use these stages to help the students in comprehending the text.

According to Snow (2002, p.11) reading comprehension as is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

From the above statement, it can be concluded that reading comprehension means a way of discovering, understanding and utilizing the information accurately through the interaction between the reader and author. According to King and Stanley in Hanisah (2012, p.14), the components of reading comprehension are as follows:

- 1) Finding factual information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2) Finding main idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also helps remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

3) Finding the meaning of vocabulary

It means that the readers should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

4) Identifying reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5) Making inference

Inference is a skill where the reader has to be able to "read between the lines"

3. The Nature of One Stays Rest Stray Technique

One of the ways in teaching reading comprehension is through cooperative learning which intends to improve the learning output of students. According to Crawford, et.al (2005, p.48), cooperative learning allows students to learn actively, even in large classes. Learning experts tell us that in order to learn, students must act and communicate. But in



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

classes of 60 or more, the amount of time any one student can talk is very limited. Cooperative learning techniques allow every student in the class to participate for much of the time, but they organize the activity of many students at once so that the activity will be productive and not chaotic. So, one of the ways to implement cooperative learning is through One Stays Rest Stray (OSRS) technique.

While, Richards and Renandya (2002, p.52) said that with cooperative learning, students work together in groups whose usual size are two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. In short, Jhonson, et.al (1994, p.3) noted date cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. In cooperative learning, teacher evaluates student's efforts on a criteria-referenced basis while in competitive learning grade students on a norm-referenced basis. So, the aim of cooperative learning is not only to make students active but also to train them to socialize, work together and help each other.

According to Kagan in Surjosuseno (2011, p.128), OSRS technique of cooperative learning model involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored. The findings confirm Kagan's idea in



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Surjosuseno (2011, p.127) that OSRS technique is a cooperative learning model which can be used to foster students' reading comprehension ability to a text. This technique exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop and collect ideas, discuss, and figure out a text by building teamwork. So, this technique is basically somewhat similar to jigsaw technique in which students make base groups and spread to other groups to get information. After that, the students return to base groups to discuss the information obtained. In OSRS technique, mates share with other groups rather than with the entire class.

According to Surjosuseno (2011, p.124), the procedures of OSRS; first, each student reads the paragraphs and does the tasks given silently, and then they (all members of the group) discuss them together. After finishing the discussion, one student stays in their group while others stray to other groups to find out what other groups have done. Then, the strayers return to their base group and one by one, the member of the group, tells what he/she has observed and listened. At last the whole members of each group discuss and write a report of the whole story and tasks.

4. The Nature of Descriptive Text

It is stated in syllabus for Junior High School based on KTSP that eight grade students are expected to comprehend the texts in form of descriptive and procedure. Descriptive is one of the texts to be mastered by the students.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Kane (2000, p.351), Description deals with perceptions—most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. As pointed by Oshima and Hogue (2007, p.61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It means that descriptive text is a text which describes about what a person, animal, thing and others are like. According to Syafii (2011, p.44), descriptive is the text that describes particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinion.

Kane (2000, p.351) also mentioned that descriptive paragraphs fall into two broad kinds. They are:

a. Objective Paragraphs.

Objective paragraphs describe the topic in a literal and impartial way. The writer sets aspects of the perception unique to himself and concentrates on describing the percept in itself. Objective paragraphs say, "This is how the thing is."

b. Subjective Paragraphs.

Subjective paragraphs describe a writer's opinion projects into the percept. subjective, "This is how the thing seems to one particular consciousness."

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Beyond the characteristic stated on, according to Grace and Sudarwati (2007, p.172), the generic structures of descriptive text are as follows:

- 1) Identification : identifying the phenomenon to be described.
- 2) Description : describing phenomenon in parts, qualities, or and characteristics.

The dominant language features of descriptive text are:

- a) Using simple present tense
- b) Using action verb
- c) Using passive voice
- d) Using noun phrase
- e) Using adverbial phrase
- f) Using technical terms
- g) Using general and abstract noun
- h) Using conjunction of time and cause-effect.

Therefore, descriptive text is the text that tells about what a person or a thing is likes. The generic structures of this text are identification and description. In identification, we identify phenomena to be described. Whereas, in description we describe parts, qualities, and characteristic.

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Factors Influencing Students' Reading Comprehension of Descriptive Text

There are many genres of text that students should master in school. The genres of text are divided in two; they are story genres and factual genres. There are six text types in story genres; they are narrative, news story, anecdote, recount and spoof, while factual genres consist of procedure, explanation, exposition, report, discussion, review, description and news item. Description or descriptive text is a kind of text from factual genres. The success in reading comprehension is very important thing, so the students should know about the basic skills of reading comprehension.

The person who can help students to comprehend a text is a teacher. According to Nunan (2003, p.68) teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. It means that you only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in a second/foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language.

According to Andrew (2008, p.35), reading is not easy learning activities; any factor can affect students' success in reading. In general, these factors can be identified such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. To be a good teacher of reading, it is started with understanding of what reading

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

is, what exactly happens among text, brain and eye and also how to present the material to students until they understand. According to Nunan (2003, p.74), there are eight principles for teaching reading. They are:

- a. Exploiting the reader's background knowledge
- b. Building a strong vocabulary base
- c. Teaching for comprehension
- d. Working on increasing reading rate
- e. Teaching reading strategies
- f. Encouraging readers to transform strategies into skill
- g. Building assesment and evaluating into your teaching
- h. Striving for contnious improvement as reading teacher.

6. Using OSRS Technique for Students' Reading Comprehension of Descriptive Text

According to Charles (2002, p.6), teaching is a process to improve the student's seeking level more easily and it be overcome any situation as an easy way. Brown (2002, p.7) mentioned that teaching is guiding and facilitating learning, anabling the learner to learn and setting the conditions for learning. So, the best strategy toward reading comprehension is using OSRS technique. Surjosuseno (2011, p.124) said that there are some steps in conducting OSRS technique in the classrom. The steps are:

- a. Each student reads the paragraphs and does the tasks given silently
- b. Then they (all members of the group) discuss them together.
- c. After finishing the discussion, one student stays in their group while others stray to other groups to find out what other groups have done.



- d. Then, the strayers return to their base group and one by one, the member of the group, tells what he/she has observed and listened.
- e. At last the whole members of each group discuss and write a report of the whole story and tasks.

B. Relevant Research

According to Syafi'i (2015, p.103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. It means there are some researchers who had conducted the research before the writer conducted this research. In conducting the research, the researcher took some relevant researches that had been investigated by previous research.

1. A research by Noviga Darma was conducted in 2014, entitled: "the use of 'One Stays Rest Stray' (OSRS) technique in teaching reading comprehension of narrative text". This study employed a qualitative research design, embracing characteristics of a case study. The results of the data in this study revealed that the use of OSRS technique helped students' reading comprehension by covering aspects of reading comprehension namely background knowledge, vocabulary knowledge, reading fluency, and comprehension strategies. The OSRS technique facilitated students in activating their background knowledge to connect to the text, finding out vocabulary knowledge in reading, improving students' reading fluency, and covering comprehension strategies so that

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

they could engage in reading actively and comprehend the Narrative text better and easier.

2. Secondly, a research was conducted by Lisa Listiyana in 2013, entitled: The Reading Comprehension of The Eighth Grade Students of SMP 2 Jati Kudus In Academic Year 2012/2013 Taught By Using “One Stays The Rest Stray”. This research was an experimental research. The writer used one class. The result of the experiment showed that the mean of pretest was 65.3 and the mean of posttest was 79.8. It was found t-observed was 13.15 in the level of significance of 0.05, the degree of freedom (df) 29, and t-table (tt) 2.05. In other words t-observed is higher than t-table ($t_o > t_t$). Since t observation falls in the critical region, so H_0 is rejected and H_a is accepted. Therefore, the hypothesis state, “there is a significant difference between the reading comprehension of the eighth grade students of SMP 2 Jati Kudus in academic year 2012/2013 before and after being taught by using *One Stays the Rest Stray*” is confirmed.

Based on the research of Noviga Darma above, he used narrative text and the participants were an English teacher and 28 students of grade XI science 9. This study of his research employed a qualitative research design, embracing characteristics of a case study. While, this present research used descriptive text as variable Y. The participants were eighth grade of Junior High School 09 Pekanbaru and this study this present my research employed a quantitative research design that is experimental research.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

C. Operational Concept

According to Syafi'i (2015, p.103), operational concepts derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper. There are two variables in this study namely: variable (X) is called dependent variable, and variable (Y) is called independent variable. So, the operational concept of this research can be seen in the following indicators:

1. The indicators of teaching by one stays rest strays (OSRS) (variable X):
 - a. The teacher asks student reads the paragraphs and does the tasks given silently.
 - b. The teacher arranges they (all members of the group) discuss them together.
 - c. After finishing the discussion, The teacher asks one student to stay in their group while others stray to other groups to find out what other groups have done.
 - d. Then, the teachers gives instruction to the strayers return to their base group and one by one, the member of the group, asks them to tell what he/she has observed and listened.
 - e. At last the teacher engages, the whole members of each group discuss and write a report of the whole story and tasks.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The indicators of Students' Reading Comprehension (variable Y) are as follows:
 - a. The students' ability to identify the main idea of the descriptive text.
 - b. The students' ability to identify the generic structures of the descriptive text.
 - c. The students' ability to identify the references of descriptive text
 - d. The students' ability to analyze the meaning of certain words of descriptive text.
 - e. The students' ability to identify the factual information of the descriptive text.

D. The Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumes that:

- a. The students' reading comprehension is various.
- b. Teaching by using One Stays Rest Strays (OSRS) technique can influence students' reading comprehension in the text.

2. Hypothesis

Based on the assumption above, hypotheses for this research can be formulated as follows:

- a. H_0 : There is no significant difference of the students' reading comprehension taught by using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Ha : There is a significant difference of the students' reading comprehension taught by using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru.
- b. Ho : There is no significant difference of the students' reading comprehension taught without using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru.
- Ha : There is a significant difference of the students' reading comprehension taught without using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru.
- c. Ho : There is no significant effect of using One Stays Rest Stray (OSRS) Technique on students' reading comprehension at eighth grade of Junior High School 09 Pekanbaru.
- Ha : There is no significant effect of using One Stays Rest Stray (OSRS) Technique at on students' reading comprehension eighth grade of Junior High School 09 Pekanbaru.