

**The Effect of Using Cooperative Script on Students' Reading Comprehension**

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**Abstract**

This study is about the effect of Cooperative Script on students' reading comprehension. The population of the study was the 2015/2016 academic year first semester grade XI students of State Senior High School 2 Pematangsiantar North Sumatera Indonesia. The samples were two classes, namely XI<sup>5</sup> of Science Class and XI<sup>6</sup> of Science Class, with the total was 60 students selected by applying random sampling. The sample was divided into two groups. Experimental group (XI<sup>6</sup> of Science Class) was taught by applying Cooperative Script Method while the control group (XI<sup>5</sup> of Science Class) was taught by applying explaining method. There were two data used in this research. They were pre-test and post-test. The data were analyzed by using t-test formula to show the effect of applying Cooperative Script Method on students' reading comprehension. After analyzing the data, the finding indicates that t-observed was higher than t-table ( $4.52 > 2.00$ ) at the level of significance 0.05 with the degree of freedom (df) 58. It means that applying Cooperative Script Method has significantly affected students' reading comprehension.

*Keywords* : Cooperative Script, Students' Reading Comprehension

**Introduction**

**Objectives**

English becomes the most essential language in the world. People use it as their first language or their second language. In Indonesia, English is used as foreign language. English becomes one of subjects of study that has been taught in school. Indonesia's government has made English as a subject in primary to senior high school. But recently there is a new policy; English in primary school is deleted from the curriculum. But primary students also can learn English in school as an

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extracurricular.

In studying English, there are four skills that are needed to be learnt, they are listening, speaking, reading, and writing. Speaking and Writing are called productive skills because those two skills insist the students or learners to produce language whether it is in spoken or written form. Listening and Reading are called receptive skills because those skills make the learners receive the message from what they have heard what one spoke and from what they have read what one wrote. So those four skills are related to each other.

The students' ability to read is one of the most important things in learning English, because by reading they may improve their knowledge and they may get many information. They only can speak or write if they read something before. It means that by reading, students may get some information to be shared to others.

English subject in National Examination has a number of questions from reading text. The students are insisted to comprehend the text well so they are able to answer the questions from the text. Reading comprehension is not only found in National Examination, but also in Test of English as Foreign Language (TOEFL). Nowadays it is obviously can be seen that there are many students are not able comprehend a text. Most of them do not have interest in reading especially in reading comprehension. They may read the text well but they cannot answer the question related to the text, it is related to a statement from Otto (1979) which says that many children can read the words in a passage perfectly, but they are unable to answer questions that call for making inferences or for identifying main idea.

Based on the writer's observation in her teaching practice in State Senior High School 2 Pematangsiantar North Sumatera Indonesia, students' problem in reading is lack of interest. They were not interested in reading text and answering the question. It was just making them talking each other instead of doing the task. Harmer (2004) says that most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teacher. The writer got data about the score of the students' of SMA Negeri 2 Pematangsiantar in last two semester.

Table 1

### *Students' Score in Academic Year 2014/2015*

Semester	Score	Students	Percentage	Means
1 <sup>st</sup> semester '14/'15	<70	25	80,64%	
	≥70	6	19,35%	52,04
2 <sup>nd</sup> Semester '14/'15	<70	21	67,74%	69,03
	≥70	10	32,25%	

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These data give proof that the ability of the students is still below the standard. The table shows that the students who do not achieve the KKM (minimum standard value) is more than the students who reach it. Their learning style must be changed to get a better result.

There are some methods in teaching to make learning process in the classroom become more interesting and even fun. There are so many strategies, technique and methods that can be applied in classroom to improve students' interest in learning process. Slavin (1995) says Cooperative learning refers to instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content. There are some methods of Cooperative learning, such as Jigsaw, Talking Stick, Team Games Tournament, and so on. One method of cooperative learning which is suitable in teaching reading comprehension is cooperative script.

Students who are taught with cooperative learning have a more enjoyable learning experience and are motivated to continue learning beyond school, especially from and with other (Kagan, 2009). By working together in a group, students can be more active in the classroom than working by their own. It is because they can make interaction among group members so the learning process is more active.

There are many research conducted by using Cooperative Script method. A student of English Department of State University of Medan, Nasution (2014) had done a classroom action research at SMP Swasta Perguruan Karya Bhakti Medan related to the use of Cooperative Script Method to improve students' reading comprehension. The result is the students were more active, enthusiastic in working in pairs. The Cooperative Script Method can improve the students' reading comprehension achievement in descriptive text.

Rianti (2012) conducted a research at SMAN 1 Guguk in purpose to find the effect of using Cooperative Script in teaching reading. She compared two methods of teaching on two different classes, one of them was taught by using Cooperative Script method while the other one was taught by using Choral Reading method. As the result, she found that Cooperative Script method was more effective in teaching reading than Choral Reading method. It also helped the teacher to improve the students' reading ability and made them more active in English class.

Another research was conducted by Tusino (2013). He conducted a research to find out whether the use of Cooperative Script is effective to improve students' speaking skill. He took two classes as the sample, one class was taught by using cooperative script method (experiment group), and the other was taught by using drilling method (control group). After conducting the treatment, the improvement of

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experiment group was higher than the control group. It means that the use of cooperative script is effective in enhancing the students' speaking skill.

There also was a research conducted in Junior High School. It was done by Fakhri (2013) at SMP 31 Padang. His purpose was to find out students' achievement on Mathematic subject after they are taught by using cooperative script method. And the result was the score of students' who were taught by using cooperative script was higher than the score of the students who were taught without cooperative script.

Even though there have been so many researches were conducted by using Cooperative Script method, the writer wants to use this method to be applied in SMA Negeri 2 Pematangsiantar because the students need motivation and new learning method in their learning process to help them get a better achievement in reading comprehension.

Those studies had given us proof that Cooperative Script is able to motivate students and helps them to be more active during learning reading comprehension. So the writer intends to find out the effect of Cooperative Script method on students' reading comprehension.

### **Research Question**

The problem of the study is "Is the students' reading comprehension taught by using Cooperative Script method higher than the students' reading comprehension taught by using explaining method?"

### **Theory**

Reading is an activity to get information from written text. To get information from a written text is not as easy as just read words by words or sentence by sentence but it needs comprehending. Students usually read a text without understand the whole text completely. It may be caused by many factors, such as lack of vocabulary, or lack of interest in reading. Students don't have interest in reading because they only read in a same way, very traditionally and too monotone. This kind of learning reading skill only makes students feel bored. By applying a new method of learning reading, the students' interest in reading can be improved. It can give a significant effect in students' reading comprehension.

Cooperative script method is one of methods used in cooperative learning. In learning process, the teacher first will explain the material which is report text including the generic structure, language features, and also will give the example of report text. After explaining, the teacher will ask the students to work in a group of two to discuss and answer the question from the text given. The first student will

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make a resume from the text they have read, while the second student listen carefully and give feedback. After that, the second student also will make a resume and the first student give feedback. The next step is the pair answers the question on their own. That will be the way how this method applied in classroom. Since this method is applied by pair, it's easier to control the class. So the learning process runs smoothly.

Explaining method is one kind of traditional method. This method is a way of learning where the teacher only gives explanation about the material. The step is the teacher will explain the material about report text, while the students only listen to the explanation. After the explanation, the students answer the questions from the text. This learning process is usually cannot raise the students' interest in reading comprehension especially in report text.

The difference of these two methods is in the students' activity during learning process. By using Cooperative Script method, the students will be more active in the classroom. Everyone has their own role because they only discuss with their pair. This situation may help the students comprehend the text better than if they only listen to the teacher's explanation.

This study focuses on the using of Cooperative Script in teaching reading report text. The goal of using this method is to improve students' reading comprehension. In conclusion, it can be predicted that the students' reading comprehension taught by using Cooperative Script is higher than the students' reading comprehension taught by using explaining method.

### Methodology

This study was conducted by using experimental design which had two variables. The two variables were Students' Reading Comprehension as dependent variable and Cooperative Script method as independent variable.

There were two groups needed in this research. They were experimental and controlled group, where the experimental group was taught by using Cooperative Script method, and the control group was taught by using explaining method. The design can be described as in the following table.

Table 2

*Table of Research Design*

Group	Pre-test	Treatment	Post- Test
Experimental Group	√	Cooperative Script Method	√
Control Group	√	Explaining	√

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### Method

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Population is any group of individuals that have one or more characteristics in common that are of interest to the writer (Best and Khan, 1995). The population of this study was the 2015/2016 academic year first semester grade XI students of State Senior High School 2 Pematangsiantar North Sumatera Indonesia. There were eleven parallel classes, seven of those were Science program, and the others were Social program.

Sample is a small proportion of a population selected for observation and analysis (Best and Khan, 1995). Sample is taken from the total population. The writer chose two classes randomly from the total seven classes of second grade science program students as the sample. They were XI 6 Science Class as experimental group and XI 5 Science Class as control group. Each group consists of 30 students, so in this study, there are 60 students as the sample.

To analyze the data in order to find out the difference means of scores of both experimental and control group, t-test was applied.

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Note:

- Ma* : The mean of experimental group
- Mb* : The mean of control group
- da* : The standard deviation of experimental group
- db* : The standard deviation of control group
- Na* : The total sample of experimental group
- Nb* : The total sample of control group

### Findings

In order to get the data of the study, the writer conducted tests and gave treatment to both groups, experimental and control. First, the writer gave pre- test, then the students from experimental group were taught by using Cooperative Script Method and the students from control group were taught by using explaining method. The writer conducted two months to give treatment to both groups. In those two months, there were some evaluations given to the students. From the evaluation, the writer found that there was improvement of the students' score in experimental group. Finally the writer conducted a post- test. After the data were collected, the writer compared the result of experimental group to the result of control group to find out whether there was significant effect on teaching students by using Cooperative Script

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The total score of pre-test in experimental group is 1525. The highest score is 75 and the lowest score is 40. In post-test, the total score is 2070. The highest score is 80 and the lowest score is 55. The total score of pre-test in control group is 1505. The highest score is 70 and the lowest score is 40. In post-test, the total score is 1800, with the highest score is 80 and the lowest score is 45.

The result shows that t-observed is higher than t-table in which  $4,52 > 2,00$  with  $p = 0,05$  and the degree of freedom (df) = 58. It means that Cooperative Script Method had significant effect on students' reading comprehension on report text.

### **Discussion**

After analyzing the data, the writer found that there is significant effect of Cooperative Script method on the students' ability in reading comprehension at grade eleven students of State Senior High School 2 Pematangsiantar North Sumatera Indonesia. It shows that the students feel interested in learning by using cooperative method. They can share their ideas with their friends in group and have a brainstorm from the cooperative script. It helps them easier in understanding the meaning of the text and what it tells about. Teachers also has a great role in the teaching learning activities in the class. Teachers should be able to facilitate the students in learning in the class and to guide them to understand the material especially in reading comprehension of a text.

### **Limitation**

This research was done at the first semester of the academic year 2015/2016 in one of state senior high school in Pematangsiantar North Sumatera Indonesia. Even if the result of this research shows that there is significant effect of the usage of Cooperative Script method on the students' reading comprehension, it does not mean that there is no limitation of this study. The writer admits that it is not enough to have a treatment only for two months and the result will better if it is done for the whole semester. Also the writer did not control all the sample for the whole aspects. The students live in different area, even they come from a different background whether in social status or prior knowledge. It makes the result of this research is not maximum enough. There is still possibility of higher effect of cooperative script if it was done longer and the teacher who did teaching in the class was being coached before implementing the media.

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## Recommendation

Based on the conclusions above, the writer suggests, for:

1. University students who want to study more about Cooperative Script, this research could be advisable reference.
2. English teachers are suggested to use Cooperative Script Method to improve students' achievement in reading report text.

## Conclusion

After finishing the research, the writer concludes that the students which were taught by using Cooperative Script Method got better scores than the students who were taught by using explaining method. It means that Cooperative Script is good to be used in teaching reading comprehension for young learners of English.

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