

## THE IMPLEMENTATION OF COOPERATIVE SCRIPT TECHNIQUE IN TEACHING READING COMPREHENSION TO THE STUDENTS OF SENIOR HIGH SCHOOL

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### Abstract

This research was intended to investigate whether the cooperative script technique is effective to improve reading comprehension ability to the tenth grade students of senior high school. This research focuses on narrative text as the material and the tenth grade students of SMAN 1 Larangan, Brebes in academic year 2015/2016. This research was using quantitative method, with the pre-test post-test control as the design of the research. A group consisting of 30 tenth graders was taught using cooperative script as the technique and another group consisting of 30 tenth graders represented the control group. A pre and post test was applied on both groups. The quantitative data were taken from the result of those achievement tests done. After being collected, the data were analyzed using t-test formula. The study findings indicated that there are statistically significant differences at ( $\alpha \geq 0.05$ ) in reading skills among the mean scores of the control group and the experimental groups in favor of the experimental groups. The result indicated that the improvement of the scores in the experimental group were influenced by two important things which can be found during cooperative script technique implementation. First, student reading ability was influenced by retelling and working memory activity. Then, the student's reading ability was influenced by the student's motivation in reading. At last, the results suggest that cooperative script could be a potentially useful technique in teaching reading for ESL learners.

**Keywords:** *Reading Comprehension, Narrative text, Cooperative learning method, Cooperative script technique*

### INTRODUCTION

Reading plays an important role for every person who wants to acquire whatever information she/he needs. It is because in every text, the author or the writer would provide information which they knew. The statement above is in line with Johnson (2008: 4) who stated that reading integrates visual and non-visual information. Reading also means a fluent

process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003:68). Therefore, reading can help us to gather information and increase our knowledge. The information is not only about foreign language but it also about social, science, politics, business, and so on. Besides having an important role for information acquisition, reading also has

important role in education field. For students, reading can help them to master English. Nunan (2003:69) said that reading is an essential skill for learners of English as a second language. It is because in reading, the language acquisition processes are combined in one activity. This statement has been supported by Johnson (2008:7) who stated that four language process, such as speaking, listening, reading, and writing are working together in order to enhance development of each other. Based on the statement above, the writer can conclude that mastering reading skill is a must for all of the students who are studying English as a foreign language.

However, there are multiple problems that can be found in reading comprehension activities in school. Based on the information which the writer has gathered in SMAN 1 Larangan, most of the students cannot identify the purpose of the text, and they also cannot understand the elements of language in the text. Meanwhile in SMKN 1 Lemahabang, beside the same problem in the previous school, the students also cannot understand the vocabulary that used in the text. Other problems that the writer has found in reading are inability to understand the content of the text and unfamiliarity with various genres of the texts. It makes the students faced difficulties in getting the meaning and information of the text. In both school, the writer also found that the student has low-motivation in reading. They thought that reading is a boring activity.

To overcome this problem, creating a new way in teaching reading is needed. The teachers should refine the appropriate and interesting technique to be implemented, in order to reach the goal of the learning process. It is in line with Guy L Boy (1979:11) which stated that to help the students take a look reading as enjoyable and worthwhile, the teacher must present a lesson and

activity which are pleasant, interesting, and as meaningful as possible. Besides that, teacher also needs the learning methods that help the teacher to do the balance reading activity. Cunningham & Allington (2007) in Johnson (2008:17) stated that reading programs need to be balanced. Balance reading means that there is not only just one thing (like all phonics instruction, or all reading, or all writing, or all anything). Instead, there's a little bit of this and a little bit of that (Johnson, 2008:17).

One of the interesting techniques is Cooperative Script. Cooperative script is a technique which included in the Cooperative learning. Mizuno (2009) define the cooperative learning as an effective approach of designing lessons which focuses on small-group discussion and whole class discussion for promoting learning through developing communication within a class and allowing students to learn from each other. Therefore, it can be concluded that cooperative learning is an approach that supports the student-centred learning by doing activity that arouse the learning motivation of the students and build the good communication among the member of the class. This statement strongly associates with the result of the research that conducted by Hollingsworth (2007). In her paper, she stated that cooperative learning as a method of teaching turned out to be a valuable tool to help students learn comprehension strategies while encouraging positive interactions among peers. The students achieved academic success by increasing their reading levels and knowledge of Comprehension skills, and there was also an increase in enthusiasm and motivation towards reading.

Cooperative script is a kind of technique in cooperative learning. Lambiotte (1987) stated that cooperative script is a technique of learning, where students work in pairs and

take turns verbally, to recapitulate portions of the material being studied. The procedures of this technique have been explained by several writers. O'Donnell & Dansereau (1992) as cited in Reiserer (2001) stated that the steps of cooperative scripts are states as follows: (1) Both partners read the first section of a text ; (2) partner A recalls the text information without using the text; (3) partner B provides feedback without looking at the text; (4) both partners elaborate on the text information; (5) both partners read the second section of the text, switch roles and continue with steps 1 to 4. In Indonesia, Suprijono (2009) has been explained the steps of cooperative script in teaching reading on his book. He stated the steps as follows: (1) Create small group or work in pairs, (2) read the text, (3) make a summary of the text, (4) Present the summary of the text orally.

This technique, along with other techniques in cooperative has many advantages. Joliffe (2007: 6) stated that cooperative learning have shown three main categories of advantages: achievement, interpersonal relationships, and psychological health and social competence. Meanwhile, the advantage of those technique needs a long time to apply. It is because the teacher needs time to take a value just in group.

In reading, there are so many aspects that should be achieved by the students, in order to master it. For learners of English, two primary hurdles must be cleared in order to become efficient readers. First they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, a part of that top-down approach, second language readers must develop appropriate content and formal schemata (background information and cultural experience) to carry out those interpretations effectively. (Brown, 2003).

the writer can conclude that there are several aspects that should be known and achieved by the reader. They have to consider it in order to effective reader. If the reader has become the effective reader, they will get the information easily in every text.

Getting the information means that the reader should comprehend the content of the text. so, in order to understand the text, the reader should master the reading comprehension skill. Johnson (2008: 109) defined comprehension skills are strategies readers use to retrieve information and construct meaning. Reading comprehension has a goal to be achieved by the student. The goal is the students are expected to demonstrate all these aspect: (1) forming a broad general understanding, (2) retrieving information, (3) developing an interpretation, (4) reflecting on and evaluating the content of a text, and (5) reflecting on and evaluating the form of a text. (Ministry of National Education, 2009). Moreover, Reading comprehension have levels in order to differentiate the comprehension ability. Smith (1969) in Westwood (2002: 21) stated that Reading comprehension is considered to occur at four levels of complexity, are often referred to as literal level, inferential level, critical level and creative level. So, it can be concluded that comprehension is a reading skill which help the students to understand the text.

In 2013 curriculum, the teacher are demanded to adjust the learning material with the time allocation, main and basic competences of the curriculum. The main curriculum has been determined by government in syllabus, while the basic competence has been determined by government in salinan Permendikbud No. 69 tahun 2013 tentang Kurikulum SMA-MA (the copy of Permendikbud about the curriculum). The time allocation for English language learning in senior high school is 2 x 45 minutes once a week in every class.

As the writer stated before, the basic competence has been determined by the government. It is written in the syllabus of English for tenth grade of senior high school that published by Dinas Pendidikan. From the syllabus, the teacher could determine the indicator and

learning material which suitable with the basic competence. Here are the basic competences, indicator, and learning material in reading that quoted from the English syllabus for tenth grade of senior high school in second semester in academic year 2015/2016:

**Table of Basic Competence and Learning Material for Reading to the Tenth Grade**

Basic competence	Learning material
Analyzing social functions, text structure, and linguistic elements of narrative text in of a legend which appropriate with the context of its use. 4.11 Grasp the meaning and information of the narrative text of legend which forms written and spoken.	Short functional text in form of narrative text.

Based on the table above, the students are expected to do some activities such as analyzing the text and getting the meaning and information from the text. then, the students only focusing the reading ability in narrative text. According the basic competences above, the writer developed the point of both competences into some indicators. Those indicators will be used in the making of lesson plan and blueprint of pre test and post-test. The indicators are (1) The students could identify the purpose of the text, (2) The students could identify the generic structure of the text, (3) The students could determine the main idea of the text, (4) The students could understand the information of the text, and (5) The students could identify the moral value of the narrative text.

There are several theories related of narrative text based on some experts. One of the experts is Knapp and Watkins (2005: 220). They stated that narrative text is a text that commonly read, though least understood of all the genres of the texts. Rebecca (2003: 56) stated that narrative text is a text which relates a

series of logically chronologically related events that are caused or experienced factor. The other theories stated that narrative is a text that has the purpose to entertain or amuse the reader (Kementerian Pendidikan, 2014). In short, narrative text is a text that consists of the general structure which commonly read by the reader and this text has the purpose to entertain or amuse the reader. The types of narrative text are fable, folktales, adventure stories, fairytales, myths and legends, horror stories, science fiction, short stories, and romance stories. The generic structure of this text as follows:

- a. Orientation:  
This structure tells us about who were involved in the story, when and where the story began. In short, this part introduces specific participant and setting.
- b. Complication:  
In this part, a problem arises followed by other problems. Complication explores the conflict in the story. It show the crisis, rising crisis, and climax of the story.
- c. Resolution

It shows the situation which the problems have been resolved. In the other words, resolution is a solution of the problem

d. Coda

It is the optional structure of narrative text. This structure shows the moral value of the story.

Here are the steps applied by the teacher in implementing cooperative script technique to teach reading narrative text, which has been adjusted with 2013 Curriculum.

Opening activities	Main Activities	Closing activities
<ul style="list-style-type: none"> <li>-Teacher asks student to pray together.</li> <li>-Teacher greets the students using English in order to create English environment.</li> <li>- Teacher checks students' attendance.</li> <li>- Students receive information competence, material, purpose, benefits, and lessons that will be implemented</li> </ul>	<ul style="list-style-type: none"> <li><b>a. Observing</b> <ul style="list-style-type: none"> <li>- Teacher divided the class into four groups. A,B,C,D</li> <li>- Students in team A and C read passage 1 (student worksheet 1), while students team B and D read passage 2 (student worksheet 2).</li> </ul> </li> <li><b>b. Questioning</b> <ul style="list-style-type: none"> <li>The teacher gives the students a task to make questions based on the text they have read.</li> </ul> </li> <li><b>c. Associating</b> <ul style="list-style-type: none"> <li>- Representatives from A and C team orally summarizes the contents of the passage 1</li> <li>- Representatives from B and D team orally summarizes the contents of the passage 2</li> <li>- Both partner read the passage that they didn't read.</li> </ul> </li> <li><b>d. Experimenting</b> <ul style="list-style-type: none"> <li>- Team B and D asking questions to team A And C based on the passages 1</li> <li>- Team A and C asking questions to team B And D based on the passages 2</li> </ul> </li> <li><b>e. Communicating</b> <ul style="list-style-type: none"> <li>- Each team read the passage that they didn't read.</li> <li>- Both of them work together to make the information of passages memorable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- After followed the lesson in that meeting, students was asked about how they felt after learning narrative text.</li> <li>- Teacher asked to know that the students had understood about narrative text.</li> <li>- Students makes a conclusion in that meeting.</li> <li>- Teacher gives a task to find and identify the generic structure from another narrative text.</li> </ul>

## RESEARCH METHOD

In this research the researcher used experimental research. Experimental research is the most conclusive of scientific methods. Because the writer actually establishes different treatments and then studies their effects, results from this type of research are likely to lead to the most clear-cut interpretations (Fraenkel&Wallen, 2009:7).

The writer divided the subject of research into two groups, Experimental group, who received the treatment, and Control group, who was not received the treatment. Then, the writer would assess them by conducting test in order to know the effect of the experiment. In short, the sequence of the design is:

**Table of Sequence of the Pre-Test Post-Test Control Design**

	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X		X

Source : Muijs, Daniel (2004). *Doing Quantitative Research in Education with SPSS*. London: SAGE publication Ltd. (p. 18)

The chosen population of this study was the tenth grader students of SMAN 1 Larangan Brebes in academic year 2015/2016. As the sample of this study, the researcher established two classes from the population that have similar ability in understanding English. After the sample were chosen, the writer determined the controlled group and experimental group randomly. Then, the writer found 60 students that divided into two class, they are X MIPA 3 and X MIPA 1. Then, the sample divided into 2 groups; 30 students will be the control group, and the other students will be the experimental group. In this case, the researcher chose X Mipa 3 as the experimental group and X Mipa 1 class as control group.

The instrument of this research was test in multiple choice form. A multiple choice test was used to evaluate and measure the enhancement factor of the students' reading ability in comprehending narrative text. The type of the test in the pretest and posttest was the same, which was about narrative text. Then the score from control and experimental group will be compared using T-test formula. The t-test formula are taken from Fraenkel & Wallen (2011:252):

$$t = \frac{X_1 - X_2}{SED}$$

Note:

T : The test statistic

$X_1$  : The mean of one group

$X_2$  : The mean of second group  
 SED : The standard error of difference between samples' mean

To make a decision about rejecting or failing to reject the null hypothesis, there is a criteria which can help the researcher to make the decision about the hypothesis. Creswell (2012 : 192) Statistical significance or rejecting the null hypothesis is when  $p$  value of the observed scores is less than the predetermined  $\alpha$  level set by the researcher.

In other word, the hypothesis If  $T_{\text{account}} < T_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is rejected, while if  $T_{\text{account}} > T_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is accepted.

## RESULT & DISCUSSION

### 1. The result of study

#### a. The Activities in experiment group

1) Meeting 1 (Wednesday, 18 May 2016)

At the first meeting, before doing the teaching learning process, the writer was doing the pre-activity such as praying together, greeting them and also checking the attendances of students. After that, the writer gave the students a pre-test which was a written test formed multiple choices. The test consists of 10 (ten) questions. They were given 10 minutes to answer the test. After they finished the test, the writer mentioned the

topic of the learning for that day. Then, the writer conveyed the material, purpose, and benefits of narrative text. After the learning, the writer asked the students to explain the social function and language's element of the narrative text.

2) Meeting 2 ( Thursday, 19 May 2016)

Before starting the next step of learning, the writer reminded them of the material that has been explained in previous meeting. After that, the writer formed 4 groups that consist of 7- 8 students. We called the groups as A, B, C and D. The groups A and C read the same passage, while the group B and D got another text. At that time, the students instructed to find out the generic structure, main idea of the text based on the text, then they have to summarize the content of the text based on the main idea they have found. They also should make the questions and answer key of their questions based on the text.

3) Meeting 3 (Wednesday, 25 May 2016)

At this meeting, the students were instructed to present orally the summary of the text from previous meetings. The representative of the group A and C orally summarizes the content of the passage 1 in front of the class. Then group b and D asking questions to group A and C based on the summarize they have heard. Vice versa, when the representative of B and D have their turn, group A and C also asking the questions based on the summary they have heard.

4) Meeting 4 (Thursday, 26 May 2016)

Each group were got the text that they didn't read, and then they have to find out the generic structure of the text with the guidance of teacher. After that, the students make the conclusions about the material.

5) Meeting 5 (Monday, 30 May 2016)

At this meeting, the writer gave the students the post test. That test was consisted of 10 questions of multiple choices. The writer gave 10 minutes to answer the questions.

**b. The Activities in the ControlClass**

1) Meeting 1 (Wednesday, 18 May 2016)

At the first meeting, before doing the teaching learning process, the writer was doing the pre-activity such as paring together, greeting them and also checking the attendances of students. After that, the writer gave the students a pre-test which was a written test formed multiple choices. The test consists of 10 (ten) questions. They were given 10 minutes to answer the test.

After they finished the test, the writer mentioned the topic of the learning for that day. Then, the writer conveyed the material, purpose, and benefits of narrative text. At this meeting, the writer use conventional method in delivering the material.

2) Meeting 2 and 3 ( Thursday, 19 May and Wednesday, 25 May 2016)

Before starting the next step of learning, the writer reminded them of the material that has been explained in previous meeting. After that, the writer formed 4 groups that consist of 7- 8 students to find out the generic structure and main idea of the text. The result of the discussions was presented by representative from each group.

3) Meeting 4 (Thursday, 26 May 2016)

At this meeting, the writer gave the students the post test. That test was consisted of 10 questions of multiple choices. The writer gave 10 minutes to answer questions.

## B. The Result of the Test

After got the data from pre-test and post-test in both classes, the writer continue the calculation in gain, in order to find out the value of mean, standard

deviation, standard error, standard error in means and the  $T_{\text{account}}$ . The details of those calculating process can be seen below:

**Table of the result of the pre test and post-test in experimental and Control class**

Class / Group	Total Score of Pre-test	Total Score of Post-test	Average Score of Pre-test	Average score of post-test
Experimental	2100	2920	70	97,3
Control	2060	2240	68,6	74,6

Table of Calculation of mean, standard deviation (SD), standard error in

difference (SED) , standard error in means (SEM),  $T_{\text{account}}$  and  $T_{\text{table}}$

Class / Group	Mean	SD	SEM	SED	$T_{\text{account}}$	$T_{\text{table}}$
Experimental	27,3	11,1	2,06	2,3	9,26	2,02
Control	6	5,7	1,03			

As the writer stated in the previous discussion, we have to do the hypothesis testing in order to know whether our hypothesis is accepted or rejected. To test the hypothesis, we should compare  $t_{\text{table}}$  and  $t_{\text{account}}$  from the data. If  $T_{\text{account}} < T_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is rejected, while if  $T_{\text{account}} > T_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is accepted.

From the data above, it shows that  $T_{\text{account}}$ : 9,26 and  $T_{\text{table}}$ : 2,02. It means that the value of  $T_{\text{account}}$  is higher  $T_{\text{table}}$  (9,26  $T_{\text{account}} > 2,02 T_{\text{table}}$ ). Based on the criteria of hypothesis testing above, it means that the hypothesis statistically significant. In other word, the alternative hypothesis is accepted.

Therefore, the writer can conclude that the cooperative script brought the

positive influence in teaching reading; In short this technique is effective to improve reading comprehension ability.

## Discussion

This research has the purpose to find out whether the cooperative the cooperative script is effective to improve reading comprehension ability to the tenth grade students of SMAN 1 Larangan, Brebes in academic year of 2015/2016. After the study, the writer found that the improvement of the students' scores was influenced by retelling activity, working memory activity and the students' motivation themselves.

Retelling means an activity to help students focus on their



understanding of what they read and challenge them to communicate what they have learned to others (Han, 2005:4). Retelling can be formed in oral presentation or/ and writing assignment. In this research the form of the retelling is oral presentation combined with writing assignment in getting the main idea and summary. This steps encouraged the students to make the learning concept to make them easily got the point of the story, and then developed it into the summary's paragraph. In other word, the cooperative script provided the easy way to comprehend the story. The statement before was supported with the research finding by Reinserer et al (2001). They stated that their finding showed that the learners that working with cooperative script is easier to comprehend the learning concept. in this activity, repeated reading is conducted to avoid the errors. Repeated reading has increased words read correctly per minute, decreased word recognition errors, and improved comprehension (Herman, 1985; O'Shea, Sindelar, & O'Shea, 1987; Samuels, 1979 in Mc. Namara, 2007: 180).

Besides writing the learning concept, cooperative script also combined the reading, speaking and listening activity in its procedure. It can be seen during the oral presentation. The students switched the role as presenter and listener in one time. They also have to read the text to make sure the summary is good for the presenter, while the listener should listen carefully to get the main point of summary, so they can work together in concluding the text. This activity encourages the student to improve their vocabulary. It makes the students more understand the material. These activity is in line with the result of the research by Lipson and Wixson

(1997) as cites in Han (2005:2). They stated that oral retelling of what has been listened to or read results in increased comprehension and recall of discourse.

During the implementation of the technique, the student also do the working memory activity. This activity means the ability of the students to hold information in mind while simultaneously performing other attentionally demanding activities (Clarke & Chesher, 2014: 20). This activities can be seen in the middle of oral presentation. The importance of this activity has been delivered by Clarke & Chesher, (2014:20). They stated that working memory processes may be important for text comprehension, because reading involves holding information in mind about what has just been read while continuing to decode upcoming words and to integrate this new information with what has gone before. So, in other word, that activity is important for the students in comprehending the text. it is because in the process of comprehending the text, the students should remember the word or sentence that has crucial information while summarizing the text and presented it in front of the class. by doing those activity, the student would expand their memory ability to memorize the text. memorizing also helps students to comprehend the text.

Another finding that hasfound is that the cooperative script technique has improved the student's motivation in reading. It can be seen during the process of discussion and oral presentation. Indirectly, the good condition of the psychological aspect and the chance to interact with their friends during the lesson will make the students enjoy learning, so they can achieve the score as high as possible they can. There is a positive link

between the enjoyment, reading frequencies and attainment of the students which stated by Clark and Decoy (2011) in Education standards research team (2012: 9) as follows:

“We found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. Although they made no inference about causality, therefore higher attainment may lead to more enjoyment of reading or greater enjoyment may lead to higher attainment.”

Based on the discussion above, the writer can conclude that cooperative script technique gives the influence in the students' achievement in cognitive and affective aspect. The cognitive aspect in this research is reading achievement and the affective aspect is about their self esteem and the social competence of the students.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This research was intended to investigate whether the cooperative script is effective to improve reading comprehension ability to the tenth grade students of SMAN 1 Larangan, Brebes in academic year of 2015/2016. Based on the discussion in the previous chapter, it shows that the activity in the technique such as retelling and working memory influenced the students' comprehension. After doing those activities, the students' reading achievement is improved, which can be seen in the result of data computation. Besides that, the writer also observed the participation of the students during the lesson. The students were active during the lesson. They felt more confidence in speaking their mind.

They also felt more enjoy in learning, because of the interactions among peers. So, the enthusiasm or student's motivation in reading was improved because of the enjoyment and inured the students to read repeatedly. In short, The implementation of cooperative script in teaching reading comprehension is effective to improve students' reading skill.

### **Suggestion**

After conducting and concluding the research, the writer would give some suggestion that may be useful for the teacher and other researchers. Regarding the reading comprehension achievement, the teacher should choose the method that can encourage them to read the text well. It is because the reading comprehension achievement is depending on the frequency of reading. Meanwhile, for the next writers, who have the same idea or are interested in similar technique, are mainly about the material and the creativity of the researcher itself. In order to avoid the bored feeling that can influence the students' achievement, the researcher should combine the technique with the ice breaker. For example, he/ she can combine the procedure with game that makes the students happy. Then for the material, this technique is pretty flexible. This can be used in every teaching learning process. In English teaching, this technique can be used in teaching various genres of the text and skills. The writer only needs the adjustment with the time allocation, and the rules of curriculum. The result of this study can be used as a reference for next writers; therefore the writer also hopes that the findings could also be utilized in understanding the technique.

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