

The Effectiveness Of Using Cooperative Script Method On Students' English Reading Comprehension At Grade X Of SMA Al-Washliyah 3 Medan

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ABSTRACT

The purpose of this research was to determine the effect of using the Cooperative Script Method in reading comprehension. This research was conducted using experimental research methods. The research subjects were students of class X SMA Al Washliyah 3 Medan in the academic year 2021-2022, with their parallel classes and there were 60 students. Each class consists of 30 students and the entire population is taken as a sample, then divided into two groups. The first group as the experimental group was taught using the Cooperative Script Method, while the second group as the control group was taught without using the Cooperative Script Method. The instrument used to collect the data was a multiple choice test set. Pre-test and post-test were given. Data were collected statistically by applying the t-test formula. The results showed that the observed t was higher than the table value $5,24 > 1.67$ at a significant level of 0.05 and the degree of freedom (df) was 58. The null hypothesis was rejected and the alternative was accepted. This implies that reading using the Cooperative Script Method has a significant effect on students' reading comprehension.

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INTRODUCTION

In all levels of education in Indonesia, the satisfaction of four English language learning skills still has many difficulties, especially reading comprehension. In reading comprehension students learn how to find, and master the content of reading. At class, students are trained to understand reading but still have serious problems for most Indonesian students. The ability to read is strongly influenced by the ability of vocabulary mastery and reading habits possessed by students so as to understand the reading easily (Ananda & Hayati, 2022).

Chastain (in Farzaneh & Nejadansari 2014) Reading is a receptive and decoding skill in which the reader receives the writer's message and tries to recreate the writer's message to the extent possible. The reading goal is to read for meaning or to recreate the writer's meaning. By definition, reading involves comprehension. When readers do not comprehend, they are not reading. From the statements, it can be concluded by reading, students get information, develop imagination, and extend knowledge. So, reading is an important skill that must be learned and developed by the students. Students ability to read is one of the most important think in learning English, becauseby reading they may improve their knowledge and they may get many information. The students only can speak or write if they read somethingbefore. It means that by reading, students will get some information to be shared to others.

(Sulastri, 2022) English is a Foreign Language (EFL), so many students are bored in doing reading activities. On the other hand, teachers do not apply learning models to keep them interested. Based on the researcher's experience while observing the teaching and learning process during an internship in class X, the researcher found several problems related to students' reading comprehension. The main problem is about the low understanding of students in understanding the contents of written texts. English teachers still depend on the use of textbooks that contain monotonous activities. This situation causes interactions to tend to be teacher-centered during reading class. There are no interesting activities during the teaching and learning process. Most of the activities are reading aloud, listening to the teacher's explanations and practicing translating from student textbooks. There is no question and answer activity and also no group discussion. These problems have a negative impact on students' reading comprehension in English class. The researcher also found that the problem was caused by the way the teacher delivered the material and the boring activities carried out during the teaching and learning process. Actually, there are many learning models that can be applied to help students be more active in carrying out reading comprehension activities.

There are many methods that can be used. One of them is the cooperative script method. The cooperative script method is included in the cooperative learning model. The cooperative script method technique is the delivery of teaching materials that begins with lectures, group discussions, working on practice questions, such as the teacher distributing discourse or material to students then giving students the opportunity to read them for a moment and make summaries such as answering questions given by the teacher. Then, a student as a representative in his group presents and explains the material, while other students from other groups can add incomplete ideas. In this process, the teacher acts as a motivator, guide and evaluator (Supriadi, Resti Citra Dewi, 2021).

The success of the cooperative learning model, especially the cooperative script method, will be determined by the student's achievement in understanding the readings of the available texts. Therefore, the researcher as a mediator choosing one of the cooperative models, namely in this study as a problem solving concluded that: "The Effectiveness of Using Cooperative Script Method on Students' English Reading Comprehension at Grade X of SMA Al-Washliyah 3 Medan".

In this research, the researcher hopes that the use of the Cooperative Script method will create a pleasant learning atmosphere so active learning is expected to affect their reading comprehension skills.

According to Constant Weaver (in Devayanta 2017) "Reading is process very much determined by what reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or information, absence of information), strategies for processing text, moods, fears and joys-all of it".

Grabe and Stoller (in Rohma & Khotimah 2020) stated the purposes of reading as follows: (1) Reading to search for simple information, (2) Reading to skim quickly, (3) Reading to learn from text, (4) Reading to integrate information, writes, and critiques texts, (5) Reading for general comprehension.

In addition, a cooperative experiences has the potential facilitate subsequent individual study Dansereau CS (in Maulana & Fildza 2017). It is in line with Guy L Boy (in Pertiwi 2017) which stated that to help the students take a look reading as enjoyable and worth while, 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.

RESEARCH METHO

This research used the quantitative research method. According to Sugiyono (2019) quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses. This research used an experimental design. This means that researchers used two groups, namely the control group and the experimental group. The population in this research all is students of class X SMA Al Washliyah 3 Medan students. The sample of this research is 60 students. The researcher chose 30 students from class X IPA as the eksperimental group and 30 students from class X IPS as the control group.

In collecting data, the researcher used a multiple-choice reading test as the instrument. Multiple-choice questions consist of 20 questions consisting of 4 choices of items a, b, c, and d. In the multiple-choice test. The researcher used pre-test and post-test. A pre-test was given to both groups, namely the experimental and the control before treatment. The researcher gave the treatment to students in the experimental class by using cooperative script method while control class without cooperative script method. After finishing giving treatment. The researcher gave a post-test for experimental class and control class students. After collecting the data from experimental and control groups, the researcher used t-test formula to know the significant effect of the result of this research

RESULT AND DISCUSSION

Before Applying Cooperative Script Method

The Researcher decided class X IPS as the control group. The students' in control group were thought without using cooperative script method. In this research the control class was consist of 30 students.

Table 1.
Score of Pre-Test and Post-Test of Control Class

No	Initial of Students	Pre-Test	Post-Test
1	AY	30	45
2	ASH	40	70
3	AS	35	55
4	AR	20	40
5	CR	30	50
6	DL	40	60
7	FM	40	50
8	FSM	30	55
9	FS	30	40
10	GF	40	50
11	IR	30	40
12	NS	35	55
13	PA	55	65
14	RM	45	55

15	RN	20	55
16	SZ	35	55
17	SH	40	60
18	ZF	40	60
19	AF	50	55
20	MR	35	40
21	SB	35	45
22	GA	35	60
23	HYW	45	60
24	RR	35	50
25	IHR	25	55
26	LAD	40	60
27	LM	45	45
28	MA	35	55
29	SAA	40	45
30	WSH	55	60
TOTAL		1110	$\Sigma X = 1590$
MEAN		37	53

Based on the table above, it can be seen that the sum of the scores of students in the control class pre-test was 1110 with a mean score of 37 and post-test 1590 with an average score of 53. Based on the table above, it can be seen that there is three student who got the highest score of 55 in the pre- test, there were four students who got the lowest score of 20 in the pre-test. There was one student who got the highest score with 70 in the post-test, and there were four students who got the lowest score with 40 in the post- test.

The Students Achievement in Reading Comprehension After Applying Cooperative Script Method

The result of pre-test and post-test acquired by students of experimental group was displayed in table :

Table 2.
Score of Pre-Test and Post-Test of Experimental Class

No	Initial of Students	Pre-Test	Post-Test
1	AF	65	90
2	AL	60	80
3	AA	55	95
4	AS	65	90
5	AR	65	85
6	AFD	60	90
7	DA	60	100
8	DR	50	95
9	DAF	70	90
10	EW	65	85
11	EL	60	100
12	HB	65	100

13	HH	65	95
14	LA	70	90
15	MK	75	95
16	MF	70	90
17	MIF	70	90
18	MD	55	95
19	MI	60	95
20	MN	70	85
21	MR	65	90
22	NW	70	90
23	NJA	60	90
24	NJ	65	85
25	NH	65	90
26	PA	60	90
27	RT	60	85
28	RC	60	80
29	RW	55	90
30	RR	55	75
TOTAL		1890	$\sum X = 2700$
MEAN		63	90

Based on the table above, was seen the sum of the student's scores of pre-test in experimental class 1890 with a mean score of 63 and post-test in 2700 with a mean score of 90. Based on the table above, it could be seen that there was one student who got the highest score of 75 in the pre-test, while there was one student who got the lowest score of 50 in the pre-test. There were three students who got the highest score of 100 on the post-test, and there was one student who got the lowest score of 75 on the post-test.

Analyzing the Data

After got the data and result of the test, then data was analyzed by applying test hypothesis by calculating data table below:

Table 3.

The Differences Score Between Pre-Test and Post-Test of Experimental Class

No	Initial of Students	Pre-Test	Post-Test	$X = T_2 - T_1$
1	AF	65	90	25
2	AL	60	80	20
3	AA	55	95	40
4	AS	65	90	25
5	AR	65	85	20
6	AFD	60	90	30
7	DA	60	100	40
8	DR	50	95	45
9	DAF	70	90	20
10	EW	65	85	20
11	EL	60	100	40

12	HB	65	100	35
13	HH	65	95	30
14	LA	70	90	20
15	MK	75	95	20
16	MF	70	90	20
17	MIF	70	90	20
18	MD	55	95	40
19	MI	60	95	35
20	MN	70	85	15
21	MR	65	90	25
22	NW	70	90	20
23	NJA	60	90	30
24	NJ	65	85	20
25	NH	65	90	25
26	PA	60	90	30
27	RT	60	85	25
28	RC	60	80	20
29	RW	55	90	35
30	RR	55	75	20
TOTAL				810

Based on the

Based on the table above, it could be seen that the differences in scores between the pre-test and post-test of the experimental group. In the pre-test highest score was 75 and the lowest score was 50, while in the post- test highest score was 100 and the lowest was 75. It could be counted that the total of $X = T_2 - T_1$ was 810, in the order to find out the mean of the experimental group the score was calculated as below:

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{N} \\
 &= \frac{810}{30} = 27
 \end{aligned}$$

From the result calculated above that obtain mean score of the experimental group was 27. After that the researcher found the differences in scores between the pre-test and post-test control classes as table below:

Table 4.
The Differences Score Between Pre-Test and Post Test of Control Class

No	Initial of Students	Pre-Test	Post-Test	Y= T ₂ -T ₁
1	AY	30	45	15
2	ASH	40	70	30
3	AS	35	55	20
4	AR	20	40	10
5	CR	30	50	20
6	DL	40	55	15
7	FM	40	50	10
8	FSM	30	55	25

9	FS	30	45	15
10	GF	40	50	10
11	IR	30	45	15
12	NS	35	50	15
13	PA	55	65	10
14	RM	45	55	10
15	RN	20	55	35
16	SZ	35	55	20
17	SH	40	60	20
18	ZF	40	60	20
19	AF	50	55	5
20	MR	35	40	5
21	SB	35	45	10
22	GA	35	60	25
23	HYW	45	60	15
24	RR	35	50	15
25	IHR	25	55	30
26	LAD	40	60	20
27	LM	45	50	5
28	MA	35	50	5
29	SAA	40	45	5
30	WSH	55	60	5
TOTAL				460

Based on the table above, it could be seen that the differences in scores between the pre-test and post-test of the control class. In the pre-test highest score was 55 and the lowest score was 20, while in the post-test highest score was 70 and the lowest was 40. It could be counted that the total of $Y = T_2 - T_1$ was 460, in the order to find out the mean of the experimental group the score was calculated as below:

$$\begin{aligned}
 MY &= \frac{Y}{NY} \\
 &= \frac{460}{30} = 16,3
 \end{aligned}$$

Table 5.
The Calculation to Find the T-Test

No.	X	Y	$D_x = (X - M_X)$	$D_y = (Y - M_Y)$	D_x^2	D_y^2
1	25	15	-2	-1.3	4	1.69
2	20	30	-7	13.7	49	187.69
3	40	20	13	3.7	169	13.69
4	25	10	-2	-6.3	4	39.69
5	20	20	-7	3.7	49	13.69
6	30	15	3	-1.3	9	1.69
7	40	10	13	-6.3	169	187.69
8	45	25	18	3.7	324	13.69
9	20	15	-7	-1.3	49	1.69
10	20	10	-7	-6.3	49	39.69

11	40	15	13	-1.3	169	1.69
12	35	15	8	-1.3	64	1.69
13	30	10	3	-6.3	9	39.69
14	20	10	-7	-6.3	49	39.69
15	20	35	-7	18.7	49	349.69
16	20	20	-7	3.7	49	13.69
17	20	20	-7	3.7	49	13.69
18	40	20	13	3.7	169	13.69
19	35	5	8	-11.3	64	127.69
20	15	5	-12	-11.3	144	127.69
21	25	10	-2	-6.3	4	39.69
22	20	25	-7	8.7	49	75.69
23	30	15	3	-1.3	9	1.69
24	20	15	-7	-1.3	49	1.69
25	25	30	-2	13.7	4	187.69
26	30	20	3	3.7	9	13.69
27	25	5	-2	-11.3	4	127.69
28	20	5	-7	-11.3	49	127.69
29	35	5	8	-11.3	64	127.69
30	20	5	-7	-11.3	49	127.69
TOTAL					1980	2060.7

Based on data the calculating above by using t-test score is therefore, the result of research t-test indicated that t-table was greater than t-test in which was t-table (5,24 > 1,67) with Df = 58 at a significant level 0,05. After analyzing the data hypthosis (Ha) is accepted. It can be concluded that teaching and learning process using cooperative script method on reading comprehension skill is effective to be implemented.

Testing Hypthosis

Showed that test significance testing results. For the significance level (P) 0.05 and degree (Df)(Nx + Ny) -2 = (30+30) -2 = 58, showed that value of the T- test was higher than T-table. The result of the test clearly showed that there was a significant difference between the students' scores in the experimental class and control class after the treatment of using coopertaive script method. It indicated that the using of coopertaive script method was effective in effect students' English reading comprehension. It means that H0 was rejected and Ha was accepted because the T-test is higher than the T-table (5,24 > 1.67). Therefore hypothesis of the research was accepted.

Discussion

In this part, the researcher discussion about the significant effect of cooperative script method on students' English reading comprehension and teaching without cooperative script method on students' English reading comprehension at grade X of SMA Al-Washliyah 3 Medan.

After conducting the experiment, it can be found that there is a significant effect of using cooperative script method on students' English reading comprehension. The researcher used the t-test formula with a level significance of 0,05 and a degree of freedom is 56. Based on the t-table with df 56 at t-critical 0,05, it is obtained 1,67.

If compared the value of t-observed and t-table, it shows that the value of t- observed is higher than the value of t-table or $5,24 > 1,67$ and it means that t- observed is higher than the critical region. Therefore, the null hypothesis states there is no significant effect of using cooperative script method on students' English reading comprehension at grade X of SMA Al Washliyah 3 Medan.

Based on previous research, from Enji Putri Ivantara entitled "The Effect of Using Cooperative Script on Student's Reading Comprehension at Grade Elevent of SMA Negeri 2 Pematangsiantar", and from Wandelinus Oscar Janggo."The Effectiveness of Using Cooperative Script Method to Improve Students' Reading Comprehension on Recount Text of 8thGrade Students of SMP N Kewapante, Maumere in Academic Year 2017/ 2018" shows that teaching reading comprehension was effective and there is a significant influence from use of cooperative script method.

CONCLUSION

Based on the results of the analysis, it was concluded that the use of the cooperative script method on students' reading comprehension skills in the post-test experimental class showed the highest score of 100 and the pre-test score of the experimental class decreased the value of 50. students' reading and has a great and positive influence on the teaching of reading comprehension. Students who are taught using the cooperative script method have higher scores than students who are taught without the cooperative script method, so that the observed t-value is higher than the t-table value or $5,24 > 1,67$.

This can be seen from the difference between the experimental and control classes from the post-test results where the average experimental class (X) is 27 while the control class average (Y) is 16.3. that the research hypothesis (H_a) is accepted. This means that there is a significant effect of using the cooperative script method on students' reading comprehension skills.

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