The Influence of Cooperative Script on Students' Reading Comprehension in the Tenth Grade at SMA Negeri 7 Bandar lampung during the Academic Year 2023/2024

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Abstract: Cooperative script is one strategy that can be used in reading comprehension. This strategy can help students comprehend the main idea, specific information, inferences, references, and vocabulary. The aim of the research to know the influence of using cooperative scripts on students' reading comprehension. The method in this research is experimental method in the quasi-experimental research design. In taking research samples, the writer used cluster random sampling. In using cluster random sampling, the writer take random samples from existing classes or populations to be used as research samples. The population in this research were students in the second semester of the tenth grade at SMA Negeri 7 Bandar Lampung during the academic year 2023/2024. The samples for this research were classes X.1 it consist of 35 and X.5 it consist of 34. In collecting data about students' reading comprehension, the writer used reading test. Based on the data calculation, the average score of experimental class was 77.9 and the average score of control class was 73.1. It means that the average score of experimental class is higher than control class. Based on calculating t-test was obtained 2.77 than t-table at signifinance level of 0.05 is 1.99 and 0.01 is 2.56. T-test > t-table it means t-test higher than t-table. So, there is an influence of cooperative script on students' reading comprehension in the tenth grade at SMA Negeri 7 Bandar Lampung.

Keywords: *Cooperative script, Narrative text, Reading comprehension*.

INTRODUCTION

Language is an ability possessed by everyone as a tool or means in everyday life to convey information and communicate with others. According to Pasaribu et al., (2020), language is a complex communication system used by humans. One language that is often used as a second language in the world is English. English is considered the unifying language which functions as a means of communication between countries of different languages. There are several skills that need to be

mastered by students in learning English, namely listening, writing, reading, and speaking. One of the skills that is difficult for students to master is reading. Reading is one of the language skills that is rarely favored. Some people have less interest in reading. In the process of reading, students need more focus to capture the meaning of what is contained in a text. Reading has a role that is considered important for everyone, especially students, to provide progress, the progress in question is progress in learning. Reading will increase knowledge and broaden students' horizons. Students must be able to understand types of text through their definitions and linguistic characteristics. Apart from that, in understanding a text there are several aspects of reading that need to be known.

Based on preliminary research in the tenth grade of SMA Negeri 7 Bandar Lampung, researcher found several problems in students' reading comprehension. Students face difficulties understanding texts when they cannot express their understanding due to lack of mastery of vocabulary, minimal understanding of the use of grammar, lack of interest in reading, and inappropriate methods or strategies used in class. The reading activity that students usually do is just spelling words from sentences to paragraphs without knowing the meaning or information in the text, they tend to be too lazy to find out more. This is what makes it difficult for students to determine the main idea in a text. However, if you pay more attention to the detailed explanations given by the teacher, students can become good readers. The lack of enthusiasm and motivation of students in reading makes students passive during learning activities. So that students have an interest and enthusiasm for learning, teachers need to use appropriate techniques and strategies to develop students' interest in learning so that the teaching and learning process is more conducive. Various techniques and strategies can be used, one of which is cooperative scripting. Here the researcher will act as a teacher who teaches in class.

The study of Rahayaan et. al., (2016) explained that through cooperative scripts students can work or think for themselves and not just rely on one student in their group. There are interaction agreements between students, discussions, expressing ideas about the material, reminding each other of misunderstandings, and then drawing conclusions together. In the cooperative script process, the teacher gives instructions to students to form small groups to take turns expressing their respective opinions about the meaning and main ideas after reading the given text. The concept of this strategy is working together to understand a text. In other words, this method requires cooperation. Through this method, students are required to present material and express opinions directly with their groups, so that students are expected to be able to work together and think for themselves, not just rely on someone else. Even though it is done in groups, each student will have the opportunity to provide his or her argument about the text they read.

According to Wibowo & Harahap (2022) cooperative script is a technique that is still included in the cooperative learning model. Cooperative learning is an effective approach in designing learning methods because it focuses on class

discussions divided into small groups to develop communication in the class and enable students to learn from each other (Mizuno, 2011). It can be concluded that cooperative learning can motivate students to learn while interacting in small groups created in the classroom. Cooperative learning is also a teaching method that can be used as a valuable tool in encouraging students' positive interactions with peers as well as helping students learn comprehension strategies Hollingsworth cited in (Pertiwi, 2017).

The cooperative script learning model is a learning model in which students will be directly involved in explaining learning material in groups (Amarullah & Arwen, 2022). Through cooperative script, students are guided step by step in determining the meaning or conclusion of a text by communicating with group work. This means that learning using the cooperative script method involves communication between students in completing assignments, students can work together in implementing this method. In connection with the explanation above, Nurhafani (2018) concluded that cooperative script are more beneficial for students than those who should study and read alone. A study of the cooperative script method consistently find that far more students learn using this method than students who summarize themselves or who simply read the material (PeranginAngin et al., 2019).

The cooperative script is a method that can be used in reading comprehension by guiding students in understanding the meaning or content of a text with group work. Cooperative scripts can help students explore the meaning or content of the text in learning reading comprehension. Hertz-Lazarowitz & Miller (1995) defines cooperative script as a method that guides students to interact in groups that work together to complete the tasks that have been given. O'Donnell & Dansereau in (Rohmah & Khotimah, 2020) said that cooperative script is a learning method where students and their partners act as interacting partners so that the implementation activities involve predetermined student pairs. This is a useful approach for students to explore the meaning or content of a text by making the class more active. Cooperative script can help students think critically in learning reading skills. So by providing the cooperative script method to students, it is hoped that it can stimulate students' thinking and they can understand the content of a text together. Cooperative script are used to provide opportunities for students to be active in class.

Rahmasari (2017) said that cooperative script is an activity where during the learning process students work in groups and discuss to create an oral summary of the text material they have studied and then present it in front of other students. Cooperative Script Learning is a learning method where students gain knowledge using script media (Irianto et al., 2020). Based on the statement above, it can be concluded that cooperative script learning requires cooperation between groups to understand existing information, with scripts as a learning medium.

According to Saputri (2016), Cooperative script not only helps students to understand the content of the text but also to motivates students to improve their reading skills. Students will be more enthusiastic about the learning methods used and this can motivate students to be more active in class so that reading class will feel fun. One possibility to guide reading is to encourage students to be motivated to read. So when students are motivated, they will find interest in reading. Based on the explanation above, it can be concluded that cooperative script is a teaching method that motivates students to build their interest in reading a text related to a topic, helps students to exchange opinions, and directs students to determine the topic. To see students' understanding of using this cooperative script, the teacher must pay attention to the students again before continuing to the next step.

METHOD

This research is quantitative research. According to Cresswell cited in (Ivantara & Manalu, 2020), quantitative research is an approach used to test objective theories by examining the relationships between variables. A variable is something that can be measured using an instrument. These variables will later be measured in turn, through instruments, so that the numbered data can be analyzed using statistical procedures. The structure is an introduction, literature and theory, methods, results, and discussion. In this research, the researcher wants to know the effect of using cooperative scripts on students' reading abilities. This research uses quantitative methods in the quasi-experimental research design. The aim of the quasi-experimental design is to compare two classes, namely experimental and control class in research (Emzir & Pd, 2012). In this research, the writer used two classes to see the research results. The first class is a control class with teaching as usual, while the second class is an experimental class taught using cooperative scripts.

The population in this study were students in the second semester of the tenth grade at SMA Negeri 7 Bandar Lampung during the academic year 2023/2024. The population of this research consists of 378 students including 11 classes. In taking research samples, researcher used cluster random sampling. Researcher used cluster random sampling because the existing population was already in groups, the groups consisted of classes X.1 to X.11. In using cluster random sampling, researcher take random samples from existing classes or populations to be used as research samples. In this case the experimental class and control class are chosen randomly using an online spinning wheel. The name of each class included in the population is entered on the rotating wheel and then the rotating wheel is rotated. The first rotating wheel stop is used as the experimental class and the second rotating wheel stop is used as the control class. The sample of this research was X.1 as the experimental class there were 35 students and X.5 as the control class there were 34 students.

In collecting data about students' reading comprehension, researcher used reading test. The type of test is in the form of multiple choice questions consisting of 40 questions, each question item consists of 5 choices: a, b, c, d, and e. The points of each item are 2.5. The highest score is 100, and the lowest score is 0. The questions consist of five aspects of reading, namely main idea, specific information, inference, reference, and vocabulary. The researcher used narrative text with the curriculum syllabus used. To find out whether there is an effect of using cooperative scripts on students' reading comprehension the researcher used t-test formula. The test formula are taken from (Sudjana, 2005):

The Ha criterion is accepted if $t_{test} > t_{table}$. With the significance level of 0.05 and 0.01.

$$t_{test} = \frac{\overline{x1} - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n^1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_{1+} n_{2-2}}$$

Notes:

t = The result of the calculation of all data

n_1 = Total number of students in experimental class

n_2 = Total number of students in control class

$\overline{x_1}$ = The average score experimental class

$\bar{x}_2$ = The average of the control class

s_1^2 = The variant of experimental class

s_2^2 = The variant of the control class

s^2 = The variant of both class

s = Variant

RESULT AND DISCUSSION

The Result of Research

The writer used a reading test to determine the students' reading comprehension achievement. The writer used a reading test to determine the students' reading comprehension achievement. Data obtained in the experimental class taught using cooperative script showed a score of 60 to 90, an average of 77.9 and a standard deviation of 9.13, with (n) = 35 students in class X.1. Data obtained in the control class taught using conventional methods showed a score of 50 to 85, an average of 73.1, and a standard deviation of 9.68 with (n) = 34 students in class X.5. The data obtained:

Table 1. The result of post test

The result of post test		N	$\bar{x}$	s^2
Experimental class	1	35	77.9	83.37
Control class	2	34	73.1	93.79

The data produced in both classes is normal, where in the experimental class X^2_{ratio} is smaller than X^2_{table} by level significance of 5% and 1%, namely 2.43 < 7.81

< 11.3. And in the control class, the X^2_{ratio} obtained was 1.09 smaller than X^2_{table} with a significance level of 5% and 1% namely 7.81 and 11.3. This proves that the data above is also normally distributed. Based on existing data, F_{ratio} is 1.12, with the F_{table} significance level of 5% being 1.77 and 1% being 2.27. Which results $1.12 < 1.77 < 2.27$ or $F_{ratio} < F_{table}$. This means that the data variance in the experimental and control classes is homogeneous. Then the data above is calculated using the t-test, the writer got the results t_{test}= 2,77. With a significance level of 5% it is 1.99 and 1% is 2.65.

To prove whether or not there is an influence of the use of cooperative script on the reading comprehension of tenth grade students at SMA Negeri 7 Bandar Lampung, the writer tries to look at the results of the t-test or t-table. Ha accepted if t_{test}> t_{table} ($1 - \frac{1}{2} \alpha$) with df = $(n_1 + n_2 - 2)$ with significance level 0,05 and 0,01 by looking at G table, T_{tab} = t $(1 - \frac{1}{2} \alpha)$ (df). Based on the data calculations above, the results were $2.77 > 1.99 > 2.65$. The Ha criterion is accepted if the t_{test}> t_{table}. This means that Ha is accepted and null hypothesis (Ho) was rejected. There is a significant influence on the use of cooperative script on the reading comprehension of students in the tenth grade at SMA Negeri 7 Bandar Lampung during the academic year 2023/2024.

In an attempt to validate the theory that, in the tenth grade at SMA Negeri 7 Bandar Lampung during the academic year 2023/2024, average score reading comprehension scores were greater when taught using cooperative script than when taught using traditional methods, the writer looks at the data. H_a accepted if t_{test}> t_{table} ($1 - \alpha$) with df = $(n_1 + n_2 - 2)$ with significance level 0,05 and 0,01 by looking at G table, T_{tab} = t $(1 - \alpha)$ (df). T_{tab} 0.05 = 1,66 and T_{tab} 0.01 = 2,38. The T_{test} was higher than T_{tab} $2.77 < 1.66 < 2.38$ based on the calculations above. Ho was approved as a result. This suggests that in the tenth grade at SMA Negeri 7 Bandar Lampung the academic year 2023/2024, students' average score on reading comprehension tests was higher when taught using cooperative script than when taught using a traditional technique.

Discussion

Reading is one of the skills in learning English. When reading, someone will spell out word for word in a sentence or text. Understanding is the process when someone stimulates or translates what is seen, read and heard. This means that reading comprehension is an activity when someone understands the meaning of what they read in writing, in this activity the eyes and brain work simultaneously to analyze the meaning of the text or writing being read. Therefore, the writer try to ensure that what the reader reads is able to be understood.

In this research, the writer used two classes which acted as an experimental class and a control class. Apart from the two classes used as research samples, the writer also used another class to test the instrument with 30 students to ensure that the instrument used was valid and reliable or not. The instrument used is a multiple

choice reading test in the form of 40 questions with five options, namely a, b, c, d, and e. The writer has carried out calculations from the data obtained during the trial, the results are valid and reliable as stated in the attachment. This proves that the instrument can be used for experimental and control classes.

In the experimental class, the writer applied cooperative script in the learning process. Cooperative script is a learning method using text in groups. Amrullah & Arwen (2022) said the students would be directly involved in the group to explain the material. Cooperative script activities can help students to exchange opinions in their groups. The results of student scores in the experimental class were very good. With the highest score being 90 and the lowest being 60. Student activity in groups has increased. Students seemed more active in group work, as seen from the way they asked about the use of tense in summarizing the text given by the researcher as well as several questions from several people representing their group, even though there were several obstacles. However, at several meetings the students were very enthusiastic when the writer started the learning activities so that the class atmosphere became more enjoyable with argumentative debates.

Meanwhile in the control class, the writer used conventional methods where the writer explains the material then students listen and listen. The feedback during the learning process in the control class was not as enthusiastic as in the experimental class. Then at the end of the meeting, just like the experimental class the writer also gave a reading comprehension test. They also did well, with the highest score being 85 and the lowest being 50. This means that the use of the method in the control class did not work well, when the writer explained the material and gave the text to read, the students did not do what was instructed, they tended to be lazy and not interested.

In applying cooperative script, students are able to obtain five indicators in reading, namely finding main ideas, specific information, inferences, references, and vocabulary. Students are able to understand the text when they understand the indicators above. In applying the first indicator, namely finding the main idea, after presenting the group summary results, the writer ask what the main idea is in the text to ensure they have understood the first indicator in reading. When it is felt that students do not understand or are not capable enough, the writer ask students to read it again and explain a little about what the main idea is and how to determine it. With this, students are able to identify the main ideas in the given text. The second indicator is finding specific information. Just like determining the main idea, the writer also ask about this indicator. When students do not understand, the writer explain that how to find specific information is related to the use of what, where, when, why, who, and how. Where the specific information is the answer to 5W+1H. So that it is easier for students to determine specific information in a text in the future. The third indicator, identifying reference words. Before asking questions, the writer first explain how to identify reference words by explaining the personal pronouns and object pronouns that usually appear in reading questions. To ensure

that students understand what is being said, the writer randomly ask the group again regarding the reference words in the text. When he felt he had understood, the writer again applied the fourth indicator, namely making inferences. Students can be said to be capable of making inferences because the writer asks them to summarize and retell a text in groups. By giving the text, the writer wants to ensure that students understand what the text they are reading is about and how it is described. By connecting their understanding of what they read, this indicator be achieved. The final indicator, vocabulary. The writer and students discuss the vocabulary they have just learned, explain the synonyms and explain how to determine synonyms and opposite words. Give students an understanding that questions related to vocabulary in reading comprehension are usually in the form of equivalents or opposite words. Vocabulary itself is the most important component in several other English skills, not only reading comprehension. Therefore, students must learn it. The writer provides an evaluation of students to see whether students understand some of the vocabulary that appears in the text. After completing the teaching process regarding the five indicators above, the writer provides an opportunity for each group to ask what they do not understand. Several groups seemed enthusiastic about asking questions, this means that teaching with cooperative script makes students understand the text by sharing information.

Based on t-test and hyphothesis testing data analysis. The outcome, Ha is accepted by the writer. This is seen by the larger t-test at significant levels of 5% and 1% in comparison to the t-table (2.77 > 1.99 > 2.65). This indicates that score reading comprehension of narrative text is influenced cooperative script. The fact that the experimental class average value is higher than the control class demonstrate this.

The effectiveness of using cooperative script is related to the theory put forward by (Kasmiati et al., 2023) which says that the cooperative learning approach based on scripts is good at increasing students' information acquisition. Because of this, the script model's cooperative learning strategy influences students' final grades and can be effectively applied in both traditional and virtual learning environments. This statement is in accordance with the results of research, where the use of cooperative script influences students' reading knowledge test scores. By using cooperative script, students understood the indicators in reading together. Something done together certainly feels easier while sharing mutual understanding.

At the end of the discussion, the writer would like to say again that the use of cooperative script is effective in learning. Related to Rahmasari (2017), said that cooperative scripts can make the class situation more alive because each group focuses on their problems from the text. There is feedback from students in its application. Working in groups can help students understand the text, where students who previously did not understand or did not understand their group mates with provide an explanation of what they understood.

CONCLUSION

After analyzing the data and finding the results of the research that has been carried out, the writer obtained several conclusions, the use of cooperative scripts has an influence on the learning process. This is proven by the presence of feedback from students, thus creating a two-way learning process. Where teachers and students play an active role in delivering learning material. The use of cooperative scripts has a significant influence on the reading comprehension of tenth grade students at SMA Negeri 7 Bandar Lampung. Based on the t-test calculation, it is obtained 2.77 compared to the t-table at a significance level of 0.05 which is 1.99 and 0.01 which is 2.56. The t-test > t-table means the t-test is higher than the t-table. So, there is an influence of cooperative scripts on the reading comprehension of students in class ten at SMA Negeri 7 Bandar Lampung. The use of cooperative scripts can create an active class atmosphere. Experimental classes as classes taught using this method create an active atmosphere, where students respond to each other when expressing their opinions. Cooperative scripts build interaction between students. From the test results given to two classes, namely the control and experimental classes, it shows that the class taught using the cooperative script method obtained a higher average compared to the control class taught using the conventional method. Based on the calculation data, the average value for the experimental class was 77.9 and the average value for the control class was 73.1. This means that the average score of the experimental class is higher than the control class.

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