

THE EFFECT OF COOPERATIVE SCRIPT METHOD ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 8 PEKANBARU IN COMPREHENDING RECOUNT TEXTS

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Abstract: *This pre-experimental study is aimed at finding out if there is a significant effect of Cooperative Script method on the ability of the first year students of SMAN 8 Pekanbaru in comprehending recount texts. The design of the study is one group pre-test-treatment-posttest design. 36 students of class X Math-Science 9 in the second semester of academic year 2017/2018 were chosen as the sample by using cluster random sampling. The instrument of the test was in the form of 40 multiple choice type of questions about recount texts and the treatment was conducted in six times. The students' scores were analyzed by using SPSS (Statistical Package for the Social Sciences) 23.00 for windows. The results of the data analysis showed that the mean score of pre-test is 70,9028 and the mean score of post-test is 76,2500. The result showed that the value of t-test was higher than t-table ($9,619 > 2,030$) at the significance level 5% and at the significance level 2% ($9,619 > 2.438$). Therefore, alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. It can be concluded that there is a significant effect of Cooperative Script method on the ability of the first year students of SMAN 8 Pekanbaru in comprehending recount texts.*

Keywords: *Effect, Cooperative Script Method, Reading Comprehension*

***PENGARUH DARI METODE COOPERATIVE SCRIPT TERHADAP
KEMAMPUAN SISWA-SISWA KELAS SEPULUH DI SMAN 8
PEKANBARU DALAM MEMAHAMI TEKS-TEKS RECOUNT***

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Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari metode Cooperative Script terhadap kemampuan membaca siswa-siswa kelas sepuluh di SMAN 8 Pekanbaru dalam memahami teks-teks recount. Rancangan penelitian ini yaitu terdapat satu kelompok pretest-treatment-posttest. 36 siswa kelas X MIA 9 pada semester kedua tahun akademik 2017/2018 terpilih sebagai sampel menggunakan cluster random sampling. Instrumen tes berbentuk 40 soal pilihan berganda tentang teks-teks recount dan treatment dilakukan sebanyak 6 kali. Nilai-nilai para siswa dianalisa menggunakan SPSS (Statistical Package for the Social Sciences) 23.00. Hasil analisis data menunjukkan bahwa rata-rata skor pre-test adalah 70,9028 dan nilai rata-rata post-test adalah 76,2500. Dengan kata lain, nilai rata-rata post-test lebih tinggi dari pre-test. Hasil penelitian ini juga menunjukkan bahwa nilai t-test lebih tinggi dari t-tabel ($9,619 > 2,030$) pada tingkat signifikansi 5%. Oleh karena itu alternatif hipotesis (H1) diterima dan nol hipotesis (Ho) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari metode Cooperative Script terhadap peningkatan kemampuan membaca siswa-siswa kelas sepuluh di SMAN 8 Pekanbaru dalam memahami teks-teks recount.

Kata Kunci: Pengaruh, Metode Cooperative Script, Pemahaman Membaca

INTRODUCTION

Reading comprehension is one of the most essential skills for students to combine information from a text and the background knowledge to build meaning. Reading is the process of receiving and interpreting information encoded in language from the medium of print, and comprehension occurs when the reader extracts and integrates various kinds of information from the text and combines it with what is already known (Koda, 2005).

From an informal interview and observation in pre – research to the English teachers, it was found that the students have some problems in English learning mainly reading skill. The students may read the text well but they cannot answer the questions related to the text. It is related to a statement from Otto (1979) which says that many students 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.

There are some problems and difficulties that students face in reading process. First, the students used to read a long text and then answer the questions individually. They were not engaged to read since they consider reading as a boring activity. Second, the students tend to be afraid or shamed to ask the teacher about the meaning of difficult words in the text. It was hard for them to understand the meaning of the text since they have limited vocabulary. Third, they were still confused to analyze the content in text such as main idea, detail information, reference, and inference. It was found that they like to discuss about the text with their friends instead of doing it individually.

Bond et.al (1979) state that the teacher must present lesson and activity which are pleasant, interesting, and as meaningful as possible to help the students take a look reading as enjoyable and worthwhile. Therefore, the writer would like to investigate one of Cooperative Learning methods that can be applied in teaching English at SMAN 8 Pekanbaru namely Cooperative Script Method.

Unlike in traditional ways of teaching, it has been recognized by Kagan (2009) that teachers using cooperative learning give their students chance to interact and vary their learning styles so that they get interested in the learning task. One method of cooperative learning which is suitable in teaching reading comprehension is cooperative script. According to Dansereau et.al (1988), cooperative script is a method in which students work in pairs and take turns summarizing sections of the material for one another. While one student summarizes, the other listens and corrects any errors or omissions. Then the two students switch roles, continuing in this manner until they have covered all the material to be learned.

RESEARCH METHODOLOGY

This is pre-experimental research. According to Price and Oswald (2006), it is a type of evaluation which is aimed to determine whether a treatment has the intended effect on participants. This research tried to see whether the treatment had an intended effect on the students' reading ability. In this research, One Group Pretest-Posttest design was used. It means that the sample is one class only. This One Group Pretest-Posttest design involves a single group that is pretested (O1), exposed to a treatment (X), and post-tested (O2).

The activity in performing this research can be shown in this schema;

$$(O1 \rightarrow X \rightarrow O2) \text{ (Gay: 2000).}$$

In a One Group Pre-test – Post-test design, the writer investigates the effect of Cooperative Script method on the ability of the first year students of SMAN 8 Pekanbaru in comprehending recount texts.

In conducting the one group pre-test and post-test design, the writer needs to really understand the process in order to conduct the research well. This research process is: pre-test – treatment – post-test.

The population of this research is the first year students of SMAN 8 Pekanbaru of the academic year 2017/2018. There are 9 classes. Each class consists of thirty six students. Below is the population of the first year students of SMAN 8 Pekanbaru.

Table 1. The Population of the First Year Students of SMAN 8 Pekanbaru

Classes	Total of Students
XI Math and Science 1	36
XI Math and Science 2	36
XI Math and Science 3	36
XI Math and Science 4	36
XI Math and Science 5	36
XI Math and Science 6	36
XI Math and Science 7	36
XI Math and Science 8	36
XI Math and Science 9	36
Total	324

Source: Teachers' office of SMAN 8 Pekanbaru

The sample was selected by using cluster random sampling technique. Cluster random sampling is used when there are well-defined clusters (groups) within the population. Gay (2000) state cluster random sampling means that the sampling in which groups, not individuals, is randomly selected. To know which class as the sample, the writer prepared nine pieces of paper. On one of the papers is written the word "sample" and the others are blank. Then, the chairman of each class is required to choose one of the papers. The one who get the paper written with "sample", his or her class was chosen as the sample of the research. The sample of this research is class X Math and Science 9 (X MIA 9).

In doing this research, the pre-test, treatment and post-test were given to the students. In this research, referring to King and Stanley (1989) the students' ability was observed and evaluated based on five components contained in reading comprehension. They are finding factual information, guessing vocabulary in context, finding reference, finding main idea, and making inference. Moreover, based on the syllabus, the teaching materials are recount texts; biography and historical events. Therefore, the writer also prepared some instruments for pre-test and post-test to know the students' ability in identifying the generic structures, language features, and social function of recount texts.

This research was conducted during 4 weeks or 8 meetings by the writer herself. A pre-test and a post-test were used to collect the data in this research. The pre-test was aimed at measuring the students' ability in reading comprehension and students' achievement before the students entered the experimental circle. The pre-test was done before giving the treatments by applying cooperative script method in teaching reading recount texts. After conducting the pre-test, the writer taught the students by implementing cooperative script method for 6 meetings. It was done after treatment process. The post-test was intended to know the students' reading achievement after being taught using cooperative script method. Both pre-test and post-test were given by asking the students to answer 40 multiple choice type of questions about recount texts.

Treatment was given by explaining the material of recount text. The researcher applied the cooperative learning script method to teach the students about recount text. The procedures and lesson plan of the method were applied in the treatment. The treatment was conducted six times. Referring to Dansereau et.al (1985), the steps were; first, the teacher divided the students into a pair. Then, the teacher gave a text or material to the students to be read and made a summary. The teacher and students decided who will perform as a speaker and who will be a listener. Next, the speaker read his/her summary completely by input main ideas from the summary. While, the listeners listened, corrected and determined main ideas which were incompletely. Then, exchanging the role where the previous speaker was changed to be a listener. Both of the teacher and students made a conclusion of the activities that had been carried out.

The quantitative data of this research were analyzed by using statistical method. This method was used to find the difference on the students' achievement before and after being taught by cooperative script method. To know the difference of the reading ability by using cooperative script method, SPSS (Statistical Package for the Social Sciences) 23.00 for windows is used to determine t-test score, the mean, variance, and the accuracy the data of the test. From the t-test, it was found the comparison of students' scores in the pre-test and the post-test.

To know the average score of the students' ability in comprehending the texts, the researcher presented the data by using the formula:

$$M = \frac{\sum fx}{N}$$

Where:

- M = the mean score in each topic
 $\sum fx$ = the sum of the respondents' scores
 N = the number of the respondents

(Hatch and Farhady, 1982)

To know the standard deviation:

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

Where:

SD = standard deviation
 $\sum d$ = the total mean of the test
N = the number of the students

(Heaton, 1991)

Then, to know the percentage of the classification of the students' ability in answering question, the following formula was used:

$$P = \frac{X}{N} \times 100 \%$$

Where:

P = percentage of the students' level of ability
X = the number of frequency
N = the number of students

(Hatch and Farhady, 1982)

RESULTS AND DISCUSSIONS

This research was conducted to the first year students of SMAN 8 Pekanbaru class X Math-Science 9 consisting of 36 students. The data were collected by giving a reading test individually. The students answer 40 questions which contain eight components of reading comprehension on recount texts. The result of this research is presented by showing the result of T- test table comparing the different results of the students' reading ability in the pre- test and post- test using SPSS 23.00 calculation.

The Results of Pre-Test

The pre-test was given by asking the students to answer 40 multiple choice type of questions about recount texts. The test was done before giving the treatments by applying cooperative script method in teaching reading recount texts. This test is intended to know the students' reading ability before the students got the treatment.

The students' scores can be categorized into the table of criteria the students' scores.

Table 2. The Classification of the Students' Ability in the Pre- test

No	Range	Ability Level	Frequency	Percentage %
1	81-100	Excellent	3	8,33%
2	61-80	Good	29	80,55%
3	41-60	Mediocre	4	11,11%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
Total	36	100%		

(Adapted from: Harris, 1974)

The result of the students' scores in pre-test is shown on Table 3 below:

Table 3. Descriptive Statistic of Pre-Test

	Mean	N	Std. Error of Mean	Std. Deviation
Pre-test	70,9028	36	1,47785	8,86713

Based on the pre-test result the mean score of 36 students is 70,9028. According to the students' score criteria, the mean lies at "Good" qualification. The highest score gained by the students is 87,5 and the lowest score is 42,5.

The Results of Post-Test

After conducting the pre-test, the writer taught the students by implementing cooperative script method for 6 meetings. After that, the post test was given by asking the students to answer 40 questions about recount texts. It was done after treatment process. This test was intended to know the students' reading achievement after being taught using cooperative script method. The result of the students' score in post-test was shown on Table 4 below:

Table 4. The Classification of Students' Score in Post-test

No	Range	Ability Level	Frequency	Percentage %
1	81-100	Excellent	7	19,44%
2	61-80	Good	28	77,77%
3	41-60	Mediocre	1	2,77%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
Total			36	100%

(Adapted from: Harris, 1974)

Table 5. Descriptive Statistic of Post-Test

	Mean	N	Std. Error of Mean	Std. Deviation
Post-test	76,2500	36	1,13782	6,82694

Based on the post test result, the mean score of the 36 students is 76,2500. According to the students' score criteria, the mean lies at "Good" qualification.

In addition, there are differences in data presentation between before the treatment and after the treatment using cooperative script method. The data shows that the scores after being taught by using cooperative script method was better and higher than is before using cooperative script method.

The Result of T-test Table

In this research, the "t" test formula is used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and also measuring whether the instruments in treatment could give an effect on students's reading comprehension or not.

In performing experimental research, hypothesis was required to see whether there is a difference after the activities was completely performed. The mean of pretest score (X) achieved by the first year students was 70,9028. The improvement can be seen in their mean score as shown in posttest result (Y); 76,2500. The margin of pre-test and post-test achieved is 5,34722.

Besides that, the result of the t-test formula is also required to see if the hypothesis can be accepted. The t-test formula is shown on table 6.

$$\begin{aligned}
 t \text{ table} &= n-1 (\alpha 5\%) \\
 &= 36-1 (\alpha 5\%) \\
 &= 35 (\alpha 5\%) \\
 &= 2,030
 \end{aligned}$$

Table 6. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest-Posttest	5,34722	3,33556	,55593	6,47581	4,21863	9,619	35	,000

Table 6 shows that the result of the t-test is 9,619. Meanwhile the result of the t-table is 2,030. The result of the t-test is higher than the result of the t-table. Therefore, it can be concluded that there is a significant difference between the pre-test and post-test. In other words, the alternative hypothesis of this research “there is a significant effect of cooperative script method on the ability of the first year students of SMAN 8 Pekanbaru in comprehending recount texts” is accepted and the null hypothesis is rejected.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result in previous section, it can be concluded that there is an improvement in the students’ mean score after being taught by using Cooperative Script method. After analyzing the data of this research, some conclusions can be drawn. First, Cooperative Script method is effective to teach reading since there is an improvement of the reading ability of the first year students of SMAN 8 Pekanbaru that can be seen from the increase in the post-test score which was 76,2500. Meanwhile, the pre-test score is 70,9028. The result shows that there was a significant difference between pre-test and post-test.

It was found out that the t-test score (9,619) is higher than t-table score (2,030). Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is a significant effect of cooperative script method on the ability of the first year students of SMAN 8 Pekanbaru in comprehending recount texts.

For that reason, it can be concluded that the implementation of Cooperative Script method can be an alternative to support teaching and learning through reading. The research question has been answered namely that Cooperative Script method has a significant effect on the students’ reading ability.

Suggestions

After the implementation of Cooperative Script method in teaching reading to the first year students of SMAN 8 Pekanbaru, the writer would like to offer several suggestions. The suggestions are expected to be beneficial for the teachers and the next researchers in teaching and learning English especially in teaching reading. They are as follows:

1. Regarding the reading comprehension achievement, the teacher should choose cooperative script method that can encourage them to read the text well because they have a responsibility not only to answer the questions but also to comprehend the text. The cooperative script method can be combined with games in order to avoid the boredom that can influence the students’ achievement.
2. The teacher should manage the time allocation when they want to apply the method because the material has to be delivered and explained to the students clearly. The teacher should keep the students engaged by controlling the class to avoid too much noise during the learning process.

3. The next researcher should try to conduct this method to other levels of students in various contexts in order to discover its effectiveness in the developing the students' ability.

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