Enhancing Literal Reading Comprehension through Cooperative Script Methodologies: An Empirical Study

Nur Ainun, Hastini* and Darmawan

English Education Postgraduate Master's Programme, University of Tadulako

*Corresponding Author
Email: tini_firmansyah@yahoo.com

Abstract

This research aims to investigate the use of cooperative script to improve reading comprehension of the eight grade students of SMP Negeri 15 Palu. The research design was Quasi-Experimental, with 32 students assigned to the experimental class and 32 to the control class. The sample was selected by using the purposive sampling technique. Data collection involved pre-test and post-test, and an analysis was conducted using paired sample t-tests with the assistance of SPSS version 29. The result showed a significant improvement in students reading comprehension in experimental class from 55.625 before the intervention to 71.406 afterward, while the control class means scores rose from 53.984 to 67.344. Additionally, the improvement in the experimental class exceeded that of the control class. The resulting significance value was 0.001, indicating statistical significance (0,001 < 0.05) it means is accepted. These results show that the use of cooperative scripts can improve the reading comprehension of eight grade students of SMP Negeri 15 Palu.

Keywords*: Improving, Reading comprehension, Cooperative script technique.*

INTRODUCTION

Reading is one of the four skills in English that contribute to success in learning the language. According to Jayanti (2016), reading is a challenging mental process that involves active interpretation of written material. According to Pradani (2021), reading is one of the most essential skills because it is the foundation for learning broad subjects. Through reading, students will gain knowledge and find it easier to think more critically. According to Ambarwati (2019), reading is a complex process that involves obtaining information from written material. It means being able to recognize and comprehend written material, interpret signals, and comprehend the intended message provided by the text. Reading is the process of learning information; students must comprehend the meaning of the text they read. There are different types of reading which can affect the way the text is comprehended. According to Ketabi (2015), there are perceptive, selective, interactive, and extensive.

Reading comprehension is a fundamental skill crucial for mastering a language, enabling individuals to gain knowledge, solve problems, and succeed academically. According to Pourhosein and Sabouri (2016), reading comprehension is a complex process involving components, procedures, and elements to identify improved methods among students. According to Meniado (2016), reading comprehension is one of the most essential abilities a student must develop at home and in school because it is critical to academic success and beyond. According to Duke et al., (2021), reading comprehension depends on reading most or all of the words in a text. So, Readers must connect the information with their previous knowledge to derive meaning from the written material. According to Nuriati et al., (2015), Reading comprehension is a combination of two words: reading and comprehension. According to Rahmah and Mistar (2023), reading comprehension involves the writer and the reader engaging in a convoluted and intricate dialogue to process the written language's meaningful interpretation or spoken symbols. Reading comprehension is examining literature, comprehending its meaning, and integrating it into the reader's knowledge.

In reading comprehension, there are many types of texts: narrative text, procedure text, recount text, and descriptive text. In this researcher applies one of the strategies for reading comprehension of the descriptive text. The objective of a descriptive text is to describe something or someone. Teachers must provide interesting techniques for assisting students in learning reading comprehension. One of the techniques is cooperative script.

The cooperative script technique is a collaborative learning method where students work in pairs to summarize material verbally, has emerged as a promising approach to enhancing reading comprehension. According to Novi (2019), cooperative script is a learning method where students work in pairs and take turns verbally during the teaching and learning process. According to Riska (2017), the cooperative script method is recommended for teaching English reading comprehension in junior high school and is proven effective in assisting students. A teaching strategy called collaborative learning makes students work in pairs. This method is effective for learning new information, and students have a great experience while studying with their partner. According to Supriatna et al., (2021) cooperative script is a learning technique in which students work in pairs to describe parts of the content learned in class. According to Rahmawati and Melinda (2021), the cooperative script is a learning model suitable for training students in activities, talking, and exchanging information to improve learning achievement. It means cooperative script is a learning model requiring student cooperation to improve learning outcomes.

There are several studies that have examined the cooperative script technique. One of the conducted by Riska (2017) entitled "The Effect of Cooperative Script Technique on The Eighth Grade Students' Reading Comprehension at SMP Negeri 3 Banjar In Academic Year 2017/2018". This study aimed at investigating the effect of cooperative script technique on the students' reading comprehension.

Mufidah (2019), also carried out a study entitled "The Effectiveness of Cooperative Script to Improve Students Reading Comprehension of the first grade students at MA Hasanuddin Siraman in the Academic Year 2018/2019." The formulation of the research problem was "Is there any significant different score in the student's reading comprehension skill between being taught with and without using cooperative Script at the first grade of MA Hasanuddin Siraman in the academic year 2018/2019. The research design of this study was quasi experimental design with quantitative approach. The population is the first grade students of MA Hasanuddin Siraman.

Another research is carried out by Novi (2019), entitled "Improving Students' Reading

Comprehension through Cooperative Script at SMP Negeri 21 Medan." This study is intended to answer the problem in what way does the cooperative script improvement of students' Reading Comprehension to the Eighth Grade Students' of SMP Negeri Medan Jaya in the academic year 2016/2017. This study is classroom action research. The tools of data collection used observation, interview and test.

This research would like to achieve the objectives of this study is to find out if the use of cooperative script improves the students reading comprehension of the eighth-grade students of SMP Negeri 15 Palu.
.

METHOD

This research uses a quantitative approach, according to Sugiyono, (2019) state that quantitative methods are research techniques center on positivist philosophy. specifically using a quasi-experimental. According to Sugiyono (2018), a quasi-experimental design is the development of an authentic experimental design that is difficult to implement. Using a quasi-experimental design to compare the experimental group that received cooperative script treatment with the control group. The experimental group carried out a pre-test, treatment using the cooperative script method, and a post-test, while the control group received no treatment. The research focused on class VIII students at SMP Negeri 15 Palu, with class VIIIA representing the control class and VIIIB as the experimental class, selected through purposive sampling. According to Andrade (2021), a purposive sample is a sample whose characteristics are determined for certain research reasons. Purposive sampling aims to select and determine samples based on criteria determined by the researcher. There are two kinds of variables. They are the independent variable (x) and the dependent variable (y). According to Tritjahjo (2019), the dependent variable is a condition or a value that appeared due to the presence of an independent variable. Therefore, the dependent variable is improving student reading comprehension, and the independent variable research used cooperative script.

Instruments

According to Adib (2021), a research instrument is a tool used to collect, measure, and analyse data. In this research, researchers used reading tests as instruments to know whether there is any significant difference in scores in the students' reading comprehension between students taught with and without using the cooperative script at the eighth-grade students of SMP Negeri 15 Palu. Data collection includes administering a pre-test, implementing treatment, and post-test. The treatment includes teaching various topics using the cooperative script method. After treatment, both groups carried out a post-test to assess students' reading comprehension abilities.

Data analysis

According to Sugiyono (2018), data analysis systematically searched for and compiled transcripts of interviews and questionnaires, field notes, and other material collected to increase understanding of them and present what had been found to others. Data from the outcomes of the student test research were descriptive analyzed. Data analysis is descriptive, involving statistical calculations to compare scores between the experimental group and the control group, using SPSS 29.0.

RESULTS AND DISCUSSION

This section presents the research results and data analysis. The result question is "Can the use of cooperative script to improve reading comprehension of the eighth-grade students of SMP Negeri 15 Palu?" the research used two classes as the research sample. The pre-test was carried out on Tuesday, March 5, 2024, in class VIIIA as the control and VIIIB as the experimental class. The post-test was carried out on Thursday, April 25, 2024, in VIIIA as the control class and VIIIB as the experimental class.

1. Results

a. Descriptive analysis

Using SPSS v.29, the researcher calculated the mean, minimum, and standard deviation of the pre-test and post-test scores. The results are as follows:

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	32	30.0	77.5	55.625	11.3059
Post-Test Experimental	32	55.0	90.0	71.406	7.9041
Pre-Test Control	32	35.0	75.0	53.984	11.5852
Post-Test Control	32	45.0	85.0	67.344	8.3264
Valid N (Listwise)	32				

The mean scores highlight notable progress in the experimental class, increasing from 55.625 on the pre-test to 71.406 on the post-test. In contrast, the control class starts with a pre-test mean of 53.984 but only reaches a post-test mean of 67.344. The standard deviations reflect the spread of scores within each group, with the experimental class showing slightly less variability before and after the intervention than the control class.

b. Normality test

The normality test was conducted using the Shapiro-wilk test to determine if the data were normally distributed. The results are as follows:

Table 2. Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test Experimental	.980	32	.794
Post-Test Experimental	.971	32	.537
Pre-Test Control	.942	32	.085
Post-Test Control	.956	32	.210

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The significance values for the pre-test and post-test in both the experimental and control groups are more then 0.05, indicating that the data has normal distributions. Additionally, homogeneity of variance is checked after the normality test

c. Homogeneity test

The Homogeneity of Variance test is used to determine the homogeneity value. If the significance of the mean is more than 0.05, this sample is considered homogeneous. The data does not match the standards if it is not homogeneous. The results are as follows:

Table 3. Homogeneity Results of Post-Test in Experimental and Control Class

		Levene Statistic	df1	df2	df3
Result	Based on Mean	4.408	1	62	.040
	Based on Median	2.368	1	62	.129
	Based on Median and with adjusted df	2.368	1	55.123	.130
	Based on trimmed mean	4.098	1	62	.047

The homogeneity test of the mean is 0.040. Therefore, it can be concluded that the results of the test is homogeneous between the experimental and control class because $0.040 > 0.05$.

d. Hypothesis test

The hypothesis test was conducted using a paired sample test. The results are as follow:

Table 4. Paired samples test results of Pre-Test and Post-test in Experimental Class

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test and Post-Test Experimental	-15.7813	9.0125	1.5932	-19.0306	-12.5319	-9.905	31	.001

The sig. (2-tailed) is $0.001 < 0.05$, is accepted. So, there are differences in the average between the pre-test and the post-test learning outcomes. This means using a cooperative script has an impact on improving reading comprehension of eighth grade students of SMP Negeri 15 Palu.

2. Discussion

The research findings indicate that the use of cooperative script can enhance eighth-grade students' reading comprehension, which aligns with Novi, (2019) study. The pre-test results showed that many students struggled with understanding the text due to unfamiliar vocabulary, leading to the objective of determining if Cooperative Script improves reading comprehension among eighth-grade students at SMP Negeri 15 Palu. The researcher conducted a research where only the experimental class received treatment over six sessions, using the cooperative script method. Students worked in pairs, reading stories, creating summaries, and presenting them to the class. They were given topics and questions related to the story, such as about Borobudur temple, to prepare for discussion.

The initial meetings of the research saw students struggling with reading and summarizing due to vocabulary gaps, impacting discussion time. The researcher gave them some suggestions, such as: Before they summarized the text story, they had to make questions in the form 5w + 1h; then, they wrote the answers on paper. After that, they read in front of the

class. This would make it easier for students to create summaries. Over subsequent meetings, students gained confidence, adapted to the technique, and showed significant progress, highlighting the effectiveness of the cooperative script method in enhancing cooperative learning experiences, as supported by According to Marzuki, (2015), The cooperative script learning method involves students working in pairs, which enhances information acquisition, resulting in positive learning experiences.

After doing the treatment, the post-test results indicated a notable increase in reading comprehension among students in the experimental class compared to the control class. The mean score for the experimental group was 71.406, while the control group scored 67.344, demonstrating a significant improvement in comprehension when using Cooperative Script as a teaching method. The results of the current study align with previous research by Riska (2017), Deviyanti (2019) and Mufidah (2019), indicating that the use of Cooperative Script has a significant positive impact on eighth-grade students' reading comprehension. These studies demonstrate the effectiveness of Cooperative Script in improving students' ability to comprehend narrative texts.

The implementation of cooperative script techniques enhances students' vocabulary, comprehension, and question-answering skills. It fosters intense focus on text extraction, encourages participation in pairs, and boosts confidence through feedback. It cultivates better reading focus, vocabulary acquisition, confidence, fluent idea sharing, and cooperative skills, ultimately significantly improving eighth-grade students' reading comprehension at SMP Negeri 15 Palu.

CONCLUSION

The research finds that using the cooperative script technique improves reading comprehension for eighth-grade students at SMP Negeri 15 Palu. The research findings align with the objectives, demonstrating the significance of increasing students' reading comprehension, which is reflected in the post-test scores. Statistical analysis supports this increase, with the paired sample test showing significant results. The difference between the pre-test and post-test results validates the hypothesis that Cooperative script has a positive effect on learning reading comprehension.

In conclusion, the cooperative script technique improves students' reading comprehension. Recommendations include more research on how to use this technique effectively, encouraging teachers to be creative, and motivating students to read more and work together. Future researchers must understand students' English learning challenges beforehand and provide targeted solutions.

REFERENCES

Adib. (2021). Research Instrument Examples. *Columbia University*, Seminar Paper PSM I (AP180002)(Muhammad Adib Harmi.

Ambarwati. (2019). Solving the Difficulties of Reading Comprehension Through Metacognitive Strategy. *English Education Journal*, *1*(1), 1–9.

Andrade. (2021). The Inconvenient Truth About Convenience and Purposive Samples. *Indian Journal of Psychological Medicine*, *43*(1), 86–88.

Deviyanti. (2019). Meningkatkan Pemahaman Membaca Siswa Kelas VIII Smp Negeri 1

Ampibabo Melalui Teknik Naskah Kooperatif. *Estd.Prpus.Untad*.

Duke, Ward, & Pearson. (2021). The Science of Reading Comprehension Instruction. *Reading Teacher*, *74*(6), 663–672.

Jayanti. (2016). Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies Reading Difficulties: Comparison on Students' And Teachers' Perception. *International Seminar on English Language and Teaching*, *4*, 296–301.

Ketabi, S. (2015). Methods of assessing reading used by Iranian EFL teachers. *International Journal of Research Studies in Education*, *4*(5).

Marzuki. (2015). *Improving Students ' Reading Comprehension Through Sq3R Technique of the First Grade Students At Man*. *3*(3), 168–178.

Meniado. (2016). Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students. *English Language Teaching*, *9*(3), 117.

Mufidah. (2019). *The Effectiveness of Cooperative Script to Improve Students Reading Comprehension of the first grade students at MA Hasanuddin Siraman in The Academic Year 2018/2019 . T*.

Novi. (2019). Improving Students' Reading Comprehension Through Cooperative Script At Smp Negeri 21 Medan. *Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, *2*(1), 1–19.

Nuriati, Ohoiwutun, & Mashuri. (2015). Improving Students' Reading Comprehension By Using Buzz Group Technique Nuriati 1 , Jos. E.Ohoiwutun 2 , Mashuri 3. *E-Jornal of English Language Teaching Society (ELTS)*, *3*(2), 1–10.

Pourhosein & Sabouri. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*, *6*(5), 180.

Pradani. (2021). The Importance Of Reading To Expand Lecturer : Ratna Rintaningrum , S . S ., M . Ed ., Ph . D By : Faculty Of Science And Data Analytics. *Sepuluh Nopember Intitute of Technology*, *02*, 233–321.

Riska. (2017). the Effect of Cooperative Script Technique on the Eighth Grade Students' Reading Comprehension At Smp N 3 Banjar in Academic Year 2017/2018. *Jurnal Pendidikan Bahasa Inggris Undiksha*, *5*(2).

Rahmah & Mistar. (2023). Assessing the Level of the Students'™ Reading Comprehension Abilities and Its Difficulties. *Premise: Journal of English Education*, *12*(1), 46.

Rahmawati, I., & Melinda, C. (2021). Efektivitas Model Pembelajaran Kooperatif Script Untuk Meningkatkan Prestasi Belajar Pada Mata Pelajaran Ilmu Pengetahuan Sosial. *Jurnal Pendidikan Ilmu Sosial*, *31*(1), 1–8.

Sugiyono. (2018). Metode penelitian kuatintatif, kualitatif dan R & D/Sugiyono. *Bandung: Alfabeta*

Sugiyono. (2019). Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&d dan Penelitian Pendidikan). *Metode Penelitian Pendidikan*.

Supriatna, Nasem, & Quthbi. (2021). Penerapan Metode Pembelajaran Cooperative Script Dalam Meningkatkan Konsentrasi Belajar Siswa Pada Materi Keragaman Kenampakan Dan Pembagian Wilayah Waktu Di Indonesia. *Jurnal Tahsinia*, *2*(2), 158–172.

Tritjahjo. (2019). Ragam Dan Prosedur Penelitian Tindakan. *Repository.Uksw.Edu*.