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THE EFFECTIVENESS OF USING COOPERATIVE SCRIPT METHOD TO IMPROVE STUDENTS' READING COMPREHENSION ON RECOUNT TEXT OF 8th GRADE STUDENTS OF SMP N KEWAPANTE, MAUMERE IN ACADEMIC YEAR 2017/ 2018

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ABSTRACT

This research is entitled "The Effectiveness of Using Cooperative Script Method to Improve Students' Reading Comprehension on Recount Text of 8th Grade Students of SMP N Kewapante, Maumere in Academic Year 2017/ 2018". The objective of this research is to investigate and to find out whether the use of cooperative script method effective to improve students' reading comprehension on recount text. The method of this research is experimental research especially quasi experimental research. In analyzing the data, the researcher combined both quantitative and qualitative data analysis. In qualitative data analysis, the researcher used interview technique in order to get information about students' perceptions in reading, while in quantitative data analysis, the researcher used SPSS version 16. The result of the research showed that the implementation of Cooperative Script Method in experimental class was more effective to help the students in reading comprehension on recount text compared to the use of the conventional method in control class of the eighth grade students of SMP N Kewapante, Maumere. It is also found that cooperative script method positively contributed to improve students' reading comprehension. Therefore ,the researcher suggests the teachers to use cooperative script method in order to improve students reading comprehension Additionally, cooperative script method can also motivate students to be more active, relax and enthusiastic to comprehend reading texts.

Keywords: *Cooperative Script Method, Reading Comprehension, Recount Text.*

INTRODUCTION

Education is one the most important things of human life. Smith (2008:104) states that education is a process of fostering understanding and an appreciation of emotions and feelings. It can be referred to how people can act with understanding and sensitivity to improve their lives. There are two kinds of education, namely formal education and informal education. One of the subjects in formal education is language learning. Palmer in Allen and Campbell (1972:23) defines language learning as a habit forming process. Language is intimately tied to man's feelings and activity. It is related with nationality, religion, and the feeling of self.

In Teaching English as a foreign language, there are four skills that should be mastered by the students. They are: listening, speaking, reading, and writing.

Among those skills, reading is considered as one of the most important skills to be mastered because it provides knowledge, information, and idea to be applied in speaking and writing (Pang et. al, 2003:14). Additionally, reading skill is commonly tested at the final examination. Hence, the students must have a good reading comprehension if they want to pass the exams and graduate from the school. To do that, it is expected that students should become good readers who are able to comprehend a text effectively and efficiently. However, since English is a Foreign Language (EFL), many students get bored in doing reading activity. On the other side, teachers do not apply learning model to make them interested.

SMP N Kewapante is a Public Junior High School which is administered by Local Government of Sikka Regency. Based on the researcher's experience during observing teaching and learning process at grade VIII, the researcher found some problems in relation to students' reading comprehension. The main problem was about a low comprehension of students in understanding the content of written text. The English teacher still depended on the use of course book which contained monotonous activities. This situation led the interaction tends to be teacher centered during the reading class. There were no interesting activities during the teaching and learning process. Most of the activities were reading aloud, listening to the teacher explanation and translation practice from students' course book. There were no questioning-answering activities and also no group discussion. Those problems brought negative impacts for students' reading comprehension in English class. The researcher also found that those problems were caused by the way teacher delivered the materials and boring activities implemented during teaching learning process.

In fact, there are so many learning models that can be applied to help students be more active in doing reading comprehension activity. Slavin (2009:5) argues that one of learning models that can be applied to overcome the low participation of students is cooperative learning model. Cooperative learning model requires all members of the study group to meet face to face, thus those students can make dialogue not only with the teachers but also with their classmates as learners. Cooperative learning model covers students learning together in groups, which are structured, thus that group members have to cooperate to succeed (Sonthara and Vanna, 2009:7). They explain that students work together to learn and are responsible for their team. Brown (2001:28) assumes that English teachers and lecturers from elementary schools to university level should apply many kinds of methods in teaching reading. In reading comprehension on recount text, there are many methods that can be used. One of them is cooperative script method. Cooperative script method is included in cooperative learning models. The techniques of cooperative script method is the delivery of teaching materials that begins with lecturing, group discussion, doing the exercises, such as the teacher shares the discourse or material to students and then give the opportunity to students to read it for a moment and make summary such as answer the questions given by the teacher, then a student as representative in her or his group presents and explains their material, while other student from another group can add the ideas that are incomplete (Suprijono, 2009:126). During this process, the teacher plays the role as motivator, guide and evaluator.

The success of cooperative learning model especially in cooperative script method will be determined by the students' achievement in reading comprehension on recount text. Therefore, the researcher as a mediator should be mastering the use of cooperative scripts method in order to help the students to carry out learning in reading texts, especially reading to comprehend recount text.

RESEARCH METHODOLOGY

Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data (Pandey, 2015:18). Moreover, Kothari (2004:31) defines research design as the conceptual structure within such as the blueprint for the collection, measurement and analysis of data. Based on the explanation above, research design tells about a structure based on framework that can be used to collect and analyze the data.

In this research, the researcher implemented experimental research design (EXD). Experiment means of providing the hypothesis whereby the causal relations between two facts is studied (Wood in Pandey 2015:90). In this research, the researcher used quasi experimental design namely Pre-test Post-test Nonequivalent-Group Design. Charles in Griffe (2012:95) proposed that quasi experimental can be used when the researcher can only assign randomly different method to different classes. The researcher gave pre-test and post-test for both classes to obtain the data. When a class is taught by using conventional method, it is termed a control class, but when a class is taught by using special treatment, it is termed an experimental class.

Technique of Data Analysis

This research categorized as an experimental research. In analyzing the data, the researcher implemented quantitative data analysis. Quantitative data analysis is a data that refers to the use of statistical analysis to calculate the numeral data that are gathered and to analyze them by using computer system. These data are expressed in the mathematics and must be evaluated and interpreted by means of appropriate statistical procedure. To support statistical analysis, the researcher used inferential statistics, because the data from a sample drawn randomly. Latief (2011:254) pointed out that, inferential statistics can be used to analyze the data from a sample drawn randomly as representative from a broader community population. There were some procedures implementation in this research, such as editing that is recheck the correctness of the data, tabulating, that is collecting and listing data into table, scoring the data, finding the total score, median, mode, deviation standard, average score of the students' reading comprehension and data interpretation, that can be used for giving interpretation toward data in tabulation, compare the score between the control class and the experimental class, and the last one is making conclusion about the students' reading comprehension. In order to know how far the significant difference of students' reading comprehension on recount text between the students who taught using Cooperative Script Method and the other students who taught using Conventional Method, the researcher used parametric statistics to analyze the data. To prove the hypotheses, the result of control group and experimental

group's scores will be compared by using t-test. In this research, the researcher used independent group t test. In this case, the level of significant degree with a = 0.05 willbe used. All of the quantitative data will be analyzed by using computer software namely Statistical Package for the Social Sciences (SPSS) version 16.

FINDINGS AND DISCUSSION

In this part, the researcher presents and analyzes the quantitative data which covers the result of students pre-test from both classes, post-test from both classes, parametric statistics consisting of the assumption of normal distribution, homogeneity, and also independent group T-test.

Statistical Assumption and T-Test of Pre-Test

Assumption of Normal Distribution

Based on the data research obtained from the Control Class and Experimental Class pretest, the results are as follows:

Table 1. Descriptive

	Class			Statistic	Std. Error
Pretest	Class 8A as Control Class	Mean		54.14	2.132
		95% Confidence Interval for Mean	Lower Bound	49.70	
			Upper Bound	58.59	
		5% Trimmed Mean		53.88	
		Median		50.00	
		Variance		95.429	
		Std. Deviation		9.769	
		Minimum		40	
		Maximum		73	
		Range		33	
		Interquartile Range		12	
		Skewness		.442	.501
		Kurtosis		-.514	.972

	Class 8B as Experimental Class	Mean		51.19	3.153
		95% Confidence Interval for Mean	Lower Bound	44.61	
			Upper Bound	57.77	
		5% Trimmed Mean		50.76	
		Median		50.00	
		Variance		208.762	
		Std. Deviation		14.449	
		Minimum		30	
		Maximum		80	
		Range		50	
		Interquartile Range		18	
		Skewness		.807	.501
		Kurtosis		-.368	.972

Based on table 4.6, it can be seen that the average score of control class is54.14 and the experimental class is 51.19. The data from the table then analyzed by using SPSS to measure the normality of the data from the pretest of control class and experimental class. The analysis can be described as follows:

Table 2. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Class 8A as Control Class	.188	21	.051	.938	21	.203
	Class 8B as Experimental Class	.191	21	.044	.892	21	.024
a. Lilliefors Significance Correction							

From the table above, it can be seenthat the result of normality test of pre-test of both classes with the level of 5% (α 0.05) is the value Asymp. Sig. for the Control Class is 0.051 which is higher than level of α 0.05(0.051> 0.05) and for the Experimental Classis 0.044 which also higher than level of α 0.05 (0,044> 0.05). Thus, it can be concluded that the data is distributed normally, or in other words, H0 is accepted.

Assumption of Homogeneity

After conducting normality test, homogeneity test is then performed by using Levene Statistics test to determine sample homogeneity. The result of the analysis is described in the following result:

Table 3. Test of Homogeneity of Variances

Pretest			
Levene Statistic	df1	df2	Sig.
2.496	1	40	.122

ANOVA

Pretest					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	91.524	1	91.524	.602	.442
Within Groups	6083.810	40	152.095		
Total	6175.333	41			

Based on the table above, it can be seen that the results of homogeneity test in pretest of the Control Class and Experimental Class with a level of 5% (α 0.05), shows that the value Asymp. Sig is 0.122 which is higher than level of 5% (α 0.05) (0.122> 0.05). Thus it can be concluded that the data obtained from the analysis is homogeneous, meaning that H0 should be accepted.

T-test analysis

The result of analysis shows that the data from both classes are normality and homogeneity. It means that, independent sample T-test is used. T-test assesses whether the means of two groups are statistically different from each other. The researcher used Independent group T-test because it is used to compare the means of two different class. Comparative hypothesis testing is useful to know whether the data is significantly different or not. The analysis of the data obtained can be seen as follows:

Table 4. Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
		ig.		f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Pretest	Equal variances assumed	.496	122	776	0	442	2. 95238	3. 80595	-4.740	1 0.644
	Equal variances not assumed			776	5.124	443	2. 95238	3. 80595	-4.773	1 0.678

Based on the table above, it can be seen that the Sig. (2-tailed) in pretest of Control and Experimental Classis 0.442 which is higher than confidence level of 5% (0.442> 0.05). Thus, it can be concluded that H0 is accepted, which means students in Control and Experimental Class did not significantly differ each other or the students have the sameprior knowledge in reading comprehension.

Statistical Assumption and T-Test of Post-Test T-test analysis

In this analysis, values in the Sig. (2-tailed) were compared with a level of 5% (α 0.05). If sig. (2-tailed) <0.05, Ho is rejected, meaning that the data is significantly different or in other words the students in Control Class and Experimental Class have a different learning outcomes in Reading Comprehension. While if sig. (2-tailed)> 0.05, Ho should be accepted, meaning that there is no significant difference between these two classes, or in other words students in both classes have the same learning outcomes in Reading Comprehension. The result of analysis can be seen in the following table:

Table 5. Independent SampleTest

		Levene's Test for Equality of Variances		t-test for Equality of Means						
			ig.	t	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	030	863	-3.326	0	.002	-13.905	4.181	-22.354	-5.456
	Equal variances not assumed			-3.326	9.817	.002	-13.905	4.181	-22.355	-5.454

The table above showed that the Sig. (2-tailed) in Post-test of Control Class and Experimental Class is 0.002 which is lower than confidence level of 5% (0.002<0.05). Thus, it can be concluded that H0 is rejected, which means the students in Control Class and Experimental Class have different learning outcomes in Reading Comprehension.

Statistical Assumption and T-Test of Gain Score

T-test analysis

Further test using independent group T-test was applied to determine whether or not the data is significantly different. In this T-test, the value of Asymp.Sig. (2-tailed) is compared with a significance level of 0.05. If the value of Asymp Sig. (2-tailed) <0.05, it means that the result is significantly different, while if the value Asymp Sig. (2-tailed)> 0.05, the data do not differ significantly. The result of T-test of N-Gain can be seen in the following table:

Table 6. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.		F	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ain	Equal variances assumed	5.219	.028	3.986	0	.000	-16.048	4.026	-24.184	-7.911
	Equal variances not assumed			3.986	3.231	.000	-16.048	4.026	-24.236	-7.860

From the table above, it can be seen that the Asymp Sig. (2tailed) of T-test for the data of N-Gain in Control and Experimental Class with a level of 5% (α 0.05) is 0.000, which is lower than 0.05 (0.000<0.05) and it means that the result is significantly different. Thus, it can be concluded that the students in Control and Experimental Class have different learning outcomes in Reading Comprehension. This can also be proved by looking at the average score of Control and Experimental Classstarted from pre-test to post-test. The average score of pretest in Control Class is 54.14 and score in post-test is 59.62, while the average score of pretest in Experimental Class is 51.19 and the average score of post-test after getting the treatment using Cooperative Script Method is 73.52 which is greater than pre-test, thus it can be concluded that Class 8B as Experimental Class got higher score than Class 8A as Control Class.

Based on the explanation on chapter one and three and based on the numerical data using SPSS version 16, the researcher answered the statistical hypothesis that there was significant difference of students' achievement in reading comprehension on recount text in English Class betweenControl Class and Experimental Class. It means that explicitly the researcher answers the statistical hypothesis that Cooperative Script Method is effective to improve students' Reading Comprehension on Recount Text. The students who have been taught using Cooperative Script Method gain better result than the students who have been taught using Conventional Method

DISCUSSION

Based on the data above, it concluded that the use of cooperative script method in reading comprehension on recount text is effective to improve students' reading comprehension. It proved that after the students received the treatments using cooperative script method, the students in the experimental class became more active and more enthusiastic when they were going to reading in comprehending the text, and it was proved based on the students' score. The data of students' post-test score in experimental class was higher than students' post-test score in control class. It was meant that there were significant difference between the students' achievement in control class and experimental class.

CONCLUSIONS AND SUGGESTIONS

In this research, the researcher found that the use of cooperative script method is effective to improve students' reading comprehension on recount text. It was proved that after giving a treatment using cooperative script method, there were some differences between students' result in control class and students' result in experimental class and it can be concluded that the students in control and experimental class have different learning outcomes in reading comprehension. It means that the researcher can answer the research hypotheses that H1 is accepted or teaching English using cooperative script method is effective to improve students' reading comprehension on recount text. Therefore, the researcher suggests that teaching and learning process needs some preparation to make the class comfortable and enjoyable for the students when they are going to study. The researcher also suggests that future research may take the population on the high level in the field of education in order to find the better results, and further research can also focus on other language skills usage, such as writing, speaking, listening and other language elements or skills, such as vocabulary, grammar and pronunciation.

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