

THE EFFECT OF COOPERATIVE SCRIPT MODEL ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT (A STUDY AT THE TENTH GRADE OF SMA NEGERI 1 PADANG BOLAK 2020 – 2021 ACADEMIC YEAR)

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Abstract: The objective of this research are to know: 1) The application of cooperative script model in teaching reading comprehension of descriptive text, 2) The students' reading comprehension of descriptive text before and after using cooperative script model, 3) Is any significant effect of cooperative script model on students' reading comprehension of descriptive text at the tenth grade students of SMA Negeri 1 Padang Bolak. This research used experimental method with pre-experimental research design; one group pretest-posttest design. The population is all of the tenth grade students which consist of 172 students and the samples are 30 students gotten by using purposive sampling. In collecting the data, the researcher used observation sheet to get the data of the application of cooperative script model and test to get the data of the students' reading comprehension of descriptive text. The result of the application of cooperative script model is 3.6, it is categorized "very good". The mean score of the students' reading comprehension of descriptive text is 43, it is categorized "fail". Meanwhile after cooperative script model was 70.05, it is categorized "enough". The researcher uses statistic process in analyzing the data by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{test} is higher than t_{table} ($t_{test} 12.35 > t_{table} 2.04$). So, the hypothesis is accepted. It means that there is a significant effect of cooperative script model on students' reading comprehension of descriptive text at the tenth grade students of SMA Negeri 1 Padang Bolak in 2020/2021 Academic Year.

Keywords: cooperative script, reading descriptive text.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan cooperative script model dalam mengajar membaca deskriptif teks, 2) Penguasaan membaca deskriptif teks siswa sebelum dan setelah digunakan cooperative script model, 3) Apakah ada pengaruh yang signifikan dari cooperative script model terhadap penguasaan membaca deskriptif teks siswa di kelas sepuluh SMA Negeri 1 Padang Bolak. Penelitian ini digunakan metode eksperimental dengan rancangan penelitian pre-experimental; one group pre test posttest design. Populasi penelitian terdiri dari 172 siswa dan sampel terdiri dari 30 siswa dengan menggunakan teknik purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjangkau data dari pengaplikasian cooperative script model dan tes untuk menjangkau data mengenai penguasaan deskriptif teks siswa. Hasil penggunaan cooperative script model dalam mengajar kosakata adalah 3.6, dikategorikan "sangat baik". Nilai rata-rata penguasaan kosakata siswa sebelum menggunakan cooperative script model adalah 43, dikategorikan "gagal". Sementara setelah menggunakannya adalah 70.05, dikategorikan "cukup". Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus t_{test} . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 12.35 > t_{table} 2.04$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari cooperative script model terhadap penguasaan deskriptif teks di kelas sepuluh SMA Negeri 1 Padang Bolak pada Tahun Ajaran 2020/2021.

Kata kunci: Cooperative script, Reading descriptive text.

I. INTRODUCTION

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone.

Descriptive text is one genre which is demanded to master by high school students in Indonesia. Descriptive text is also a text that tells how to describe something, place, biography, etc. In descriptive text learning there are several criteria that must be mastered such as generic structure, social function and lexicogrammatical. It means that in this descriptive text students' are expected to be able to determine generic structure, social function and lexicogrammatical. In other words, by knowing descriptive text, the learner is expected to be able to comprehend in reading.

In fact, not all students are successful in reading comprehension of descriptive text. They were still difficult to write text especially descriptive text. They thought English is difficult to be learned. They are less in reading Comprehension such they were less into found main idea, topic sentence, and supporting sentence.

Actually, there are efforts that had done by teacher in reading mastery before prior researcher, such as using various methods or teaching models, giving motivation to students to learn a lot of English reading comprehension, using book that contains reading comprehension and complete the school facilities etc. But the result it is not get a positive response to students in learning process. Students still not interest to follow the lesson they were still difficult to know reading descriptive text.

From the various teaching models above, researcher choose cooperative script model in reading comprehension of descriptive text. Cooperative Script is the delivery of teaching material that begins with the provision of discourse or a summary of teaching material to students who are then given the opportunity for students to read it for a moment and provide / insert ideas.

1. The Nature on Students' Reading comprehension

Reading comprehension is one of the most important skills in English language learning by reading, one can you relax, interacting with the feelings and thought, obtain, informational and improve the science knowledge.

According to Moreillon, Judi (2007:10), “ Reading is making meaning from print and from visual information, active process that requires a great deal of practice and skill”.

Based on explanation above, it can be concluded that reading is comprehension is a way to understanding or comprehends of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.

2. Indicators of Reading comprehension

Indicators of reading are elements contained in the text of each reading. According to Siahaan (2008) in Harahap there are five indicators of reading comprehension, the likely:

- 1) Topic sentence: is the broad, general theme or message. It is what some call the subject. A writer will state main idea explicitly somewhere in the paragraph. The main idea may be stated at the beginning of the paragraph, in the middle, or at the

end. The sentence in which the main idea is stated is the *topic sentence* of that paragraph.

- 2) Supporting sentence: give information that explain and expands the topic of the paragraph. Supporting sentences in a paragraph give information in order to explain, describe, and develop the main idea in the topic sentence.
- 3) Concluding sentence: the last sentence of a paragraph is likely to be a concluding sentence. It is used to sum up a discussion, to emphasize a point, or to restate all or part of the topic so as to bring the paragraph to a close. The last sentence may also be a transitional sentence leading to the next paragraph.
- 4) Main idea: is the most important or central thought of paragraph or large section of text, which tells the reader what the text is about. Once we can find the topic, we are ready to find the main idea.

1. Cooperative script model

In this research, the researcher uses cooperative script model in students' reading comprehension of descriptive text. According to Istarani (2011:15), Cooperative script is delivery of teaching material

that begins with giving discourses summary of teaching material to students who then are given the opportunity for students to read it for a moment and provide ideas or new ideas into teaching materials provided by the teacher, then students are directed to show ideas- the basic ideas that are incomplete in the existing material alternatively between their respective partners.

Steps of Cooperative script model

The steps of cooperative script model may apply the steps of cooperative script in the teaching procedure. According to Istarani (2011:15), the steps to apply cooperative script model are:

1. The teacher divided students to pair work
2. The teacher distributes material discourse to read and make a summary
3. Teachers and students determine who is the first to act as a speaker and who is the role as a listener
4. The speaker reads the summary as completely as possible by including the main ideas in the summary. Other students:
 - Listen or show the main ideas that are incomplete
 - Help remember memorizing the main ideas by connected previous material or with other material

5. Exchanging the original role as speaker is exchanged into listener and vice versa. And do as above.
6. Conclusion of students together with the teacher
7. Closing

II. METHODOLOGY OF THE RESEARCH

This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data, the researcher used test and observation sheet as the instrument. The test is used to measure the students' reading comprehension of descriptive text and the observation sheet is used to measure the application of cooperative script model. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of students' reading comprehension of descriptive text and observation sheet of cooperative script model. In analyzing the data, the researcher used ttest

formula to look for the significant effect of cooperative script model on students' reading comprehension of descriptive text.

According to Sugiono (2008:14), the research method is research method that based on positivism philosophy that using to research population and sample". In addition, Sugiyono (2016:2) says that, method of the research is a natural way to get data with the certain goal. Based on explanation above, it can be concludes method of the research is that a natural way to get data that used a researcher in a research.

From all of the kinds of the research methods have been mentioned previously, the researcher chooses experimental method as method of this research. Because it was very suitable to be applied since the aim of this research is to find out the cause-effect relationship between two factors. This study applied the Pre-experimental design by using One group Pre-test and Post-test design, the researcher wanted to find out was there a significant Effect of Cooperative Script Model in Reading Comprehension of Descriptive Text. To make this research effective, it needs to make research design that Sugiyono opinion's (2015: 112)

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of cooperative script model at the tenth grade students of SMA Negeri 1 Padang Bolak, the average score was 3.6 and it is categorized in “very good” category. It means the researcher applied cooperative script model well.

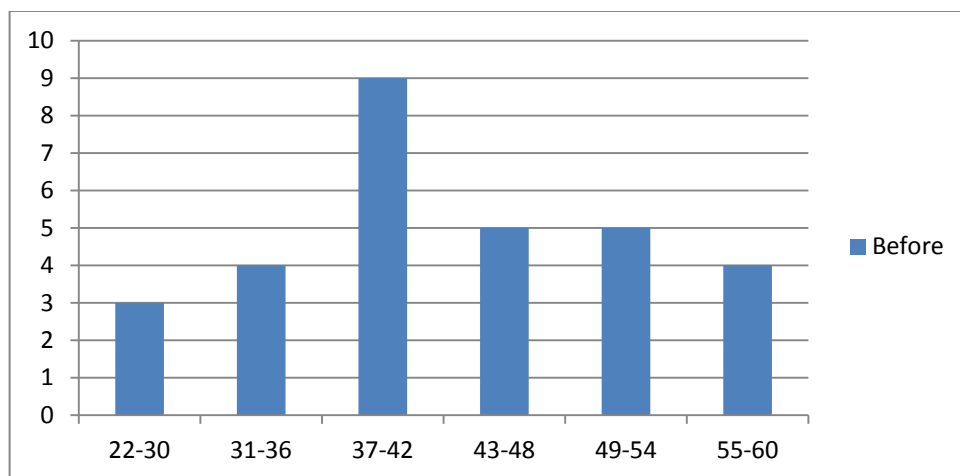


Figure 4: Histogram of Students' Reading comprehension of descriptive text Before Cooperative Script Model

The mean score of the students' reading comprehension before taught by using cooperative script model was 43. It is categorized as “fail” category. From the test, researcher found the lowest score is 3 for to be and 25. Therefore, after taught by using cooperative script model, the mean score of the students' reading comprehension of descriptive text was 70.05. It is categorized as “enough” category. From the test, researcher found the lowest score is 3 for to be and 25.

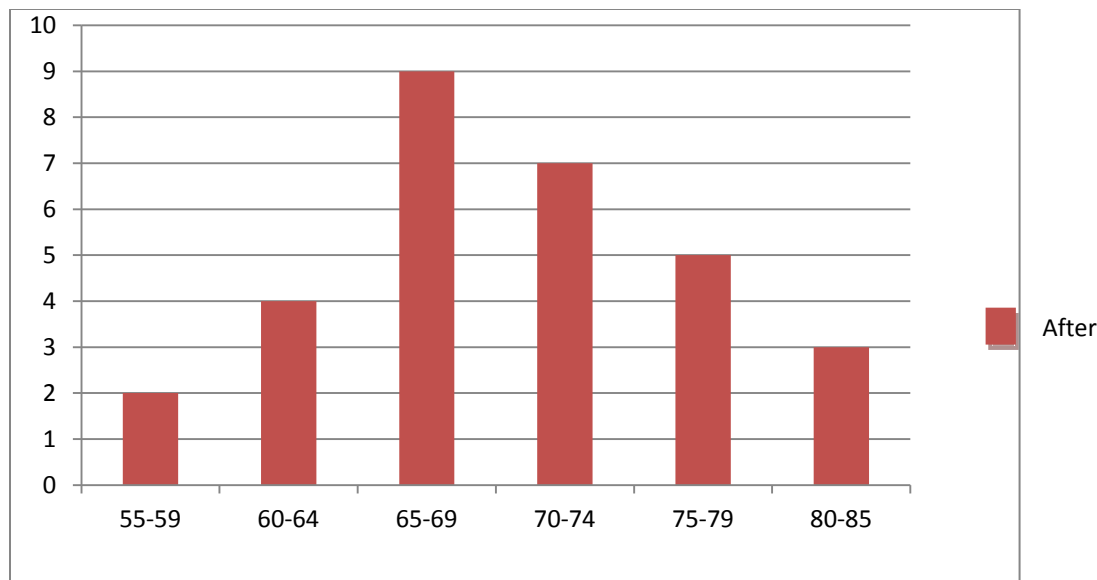


Figure 6: Histogram of Students' Reading Comprehension of Descriptive Text after using Cooperative Script Model

The mean score of the students' reading comprehension before taught by using cooperative script model was 43. It is categorized as "fail" category. From the test, researcher found the lowest score is 3 for to be and 25. Therefore, after taught by using cooperative script model, the mean score of the students' reading comprehension of descriptive text was 70.05. It is categorized as "enough" category. From the test, researcher found the lowest score is 3 for to be and 25.

From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that t_{test} is higher than t_{table} ($12.35 > 2.04$). It means that there is a significant effect of cooperative script model on students' reading comprehension of descriptive text at the

tenth grade students of SMA Negeri 1 Padang Bolak in 2020/2021 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying cooperative script model, the researcher found that the score is 3.6. It is categorized as “very good” category. The result of average score of students’ reading comprehension of descriptive text before taught by cooperative script model is 45. It is categorized as “fail” category. Furthermore, the average score of students’ reading comprehension of descriptive text after is 76. It is categorized as “enough” category. It means that there is an improvement of students’ reading comprehension after using cooperative script model. Then, the result of t_{test} is higher than t_{table} ($12.35 > 2.04$). The researcher concludes that the students’ reading comprehension of descriptive text is higher after Cooperative Script Model than before using it at the tenth grade students of SMA Negeri 1 Padang Bolak.

The reason why the students reading comprehension of descriptive text is higher after taught by cooperative script model is because based on the some theories that had been discussed in chapter II and conceptual framework and also supported by related findings, the researcher expected

that cooperative script model will improve the students' reading comprehension of descriptive text. This teaching technique gives sense accomplishment for them when they can find the mistake. So, the alternative hypothesis is accepted.

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

1. The application of Cooperative Script Model on teaching Reading comprehension of descriptive textl at the Tenth grade of SMA Negeri 1 Padangbolak is categorized "Very Good" because it shows that the mean of the students score is 3.6.
2. The students Reading comprehension of descriptive textl before and after Cooperative Script Model at the Tenth grade of SMA Negeri 1 Padangbolak is before was fail (43) and after was good (70.05).
3. There is any significant effect of using Cooperative Script Model on students Reading comprehension of descriptive textl at the Tenth grade of SMA Negeri 1 Padangbolak. The calculation of t_{test} is 12.35 and the score of t_{table} is 2.04. So, t_0 calculation is higher than t_{table} ($12.35 > 2.04$). It means that there is a significant effect of

Cooperative Script Model Strategy in teaching reading comprehension of descriptive text at the Tenth grade students of SMA Negeri 1 Padangbolak, so the hypothesis is accepted.

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