IMPROVING STUDENTS' READING COMPREHENSION THROUGH COOPERATIVE SCRIPT TECHNIQUE OF FIRST GRADE AT SMK NEGERI 1 TOLITOLI

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ABSTRACT

The objective of this research is to find out whether the application of cooperative script technique improve the students' reading comprehension or not. It is a pre-experimental research. It conducted at first grade of SMK Negeri 1 Tolitoli that was X PK 1 in academic year 2016/2017. The writer gave a pre-test to measure the students' previous ability in reading comprehension. Then, a post-test to find out the students' reading comprehension after given treatment which is the application of cooperative script technique. The writer used SPSS 16.0 program to analyze the data. The result of data analysis showed that cooperative script technique give a significant effect to the students in comprehending a recount text. The mean score of the post-test (82,67) was higher than the mean score of pre-test (69,87). Then, the testing hypothesis showed that the value of T_{count} was greater than T_{table} (13.797 > 2.054). In conclusion, the application of cooperative script technique is effective to improve students' reading comprehension in recount text.

Key words: Improving, Reading Comprehension, and Cooperative Script.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan dari teknik skrip kooperatif dapat meningkatkan pemahaman membaca siswa atau tidak. Penelitian ini adalah penelitian pre-eksperimen. Penelitian ini dilaksanakan pada siswa kelas satu di SMK Negeri 1 Tolitoli ialah kelas X PK 1 tahun ajaran 2016/2017. Penulis memberikan pre-test untuk mengukur kemampuan awal siswa dalam pemahaman membaca. Kemudian, post-test untuk mengetahui pemahaman membaca siswa setelah diberikan perlakuan yang mana ialah penerapan dari teknik skrip kooperatif. Penulis menggunakan program SPSS 16.0 untuk menganalisa data. Hasil dari analisis data menunjukan bahwa teknik skrip kooperatif memberikan pengaruh yang signifikan kepada siswa dalam memahami teks recount. Nilai rata-rata pada post-test (82,67) lebih tinggi dibandingkan dengan nilai rata-rata pada pre-test (69,87). Kemudian, uji hipotesis menunjukan bahwa nilai T_{count} lebih dari T_{table} (13.797 > 2.054). Dapat disimpulkan, penerapan dari tenik skrip kooperatif efektif meningkatkan pemahaman membaca siswa pada teks recount.

Kata Kunci: Meningkatkan, Membaca Pemahaman, dan Skrip Kooperatif.

1.   Introduction

Reading is one of the language skills. It is the process of looking at a series of written symbol and getting meaning from them. It is a complex interaction between reader and the text. The reader involves their prior knowledge to construct the meaning of the text. This is in line with Brown (2004: 189) that reading is a process of negotiation meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read. Reading is very important for students in learning English. The basic purposes in reading are to get information, embrace of content, and understand meaning of text (Anderson, 2003). The students will get many advantages through reading, such as gaining a lot of information,

improving their knowledge, solving a new problem and getting the new ideas by understanding what they read.

A number of the reading problems that are usually encountered by the students related to the five components of reading. They are phonemic awareness, word decoding, fluency, vocabulary, and comprehension. Phonemic awareness refers to the specific ability to focus and manipulate individual sounds (phonemes) in spoken words. Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to pronounce written words correctly. Vocabulary plays a fundamental role in the reading process. A reader cannot understand a text without knowing what most of the words mean. Fluency is defined as the ability to read with speed, accuracy, and proper expression. The last, comprehension is the understanding and interpretation of what is read.

One of the components of reading is important to be discussed is comprehension. Comprehension is a complex process that has been understood and explained in a number of ways. According to Pardo (2004: 272) that comprehension is a process in which readers construct meaning from texts. In order to construct meaning, the readers are interacting with the texts through the combination of their prior knowledge and previous experience, information in the text, and the stance how the readers connect with the texts. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). This process is seen as an interactive process that consists of three elements: the text as being comprehended, the reader that is doing the comprehending, and the activity in which comprehension is a part. In conclusion, reading comprehension is a process that enables readers to interact actively with the texts through communicative way in order to get meaning from the texts.

Reading comprehension become important for the students in senior high school because most of the final exam dealing with text. They are expected to have a good reading comprehension. Teaching reading comprehension in senior high school is different. When teaching reading for senior high school students, the teacher does not teach the students to learn to read only, but also to teach them to read to learn. In order that, The English teacher needs to provide the best technique in teaching reading comprehension. This is in line with (Brown, 2007: 8) that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand. It implies that teaching is a tool for guiding and facilitating learning, enabling the learner to learn, and setting condition for learning. Beside the teaching methods and classroom techniques, the teacher also concern to the characteristics of the students. The teachers have to facilitate the students with appropriate strategy.

One of the strategies that can be applied is cooperative script technique. Cooperative script is a learning method make student work in pairs. The technique works well for acquiring information, and students are typically positive about their learning experiences with their partners. According to O'Donnell (1992) cooperative scripting is a learning methodology in which the roles played by interacting partners and the processing activities in which they engage are specified. The procedure of cooperative script technique are quoted from (Suprijono,2010: 126) are : (1) The teacher divides the students in pairs. (2) The teacher distributes the texts to each student. (3) The students read and make summary of the text. (4) The teacher makes regulations who the first as the reader and the second as the listener. (5) The reader read completely the summary. (6) The teacher changes the role who the first pair as reader are changed as listeners and vices versa. (7) The students make conclusion in pairs.

Concerning the importance of reading comprehension, in Curriculum (K13), the students of Senior High School are expected to have abilities to comprehend some short functional texts such as descriptive, recount, and narrative. Among the genres, recount text is one of the genres of text that should be mastered by the student. The students need to know how past activities expressed in written text. Anderson and Anderson (1998: 2) states that a recount text is a piece of text that retells past events, usually in the order which they occurred. It presents the past experience in the series of events in detail (Cahyono, 2011).

However, based on the writer experience during PPL the students of first grade at SMK Negeri 1 Tolitoli encountered some problems in reading comprehension. They were difficult to derive meaning from the reading text. Most of the students were unable to comprehend some information in the text. They were also low motivation to read an English text. When they were given an English text, they

felt bored and usually stop to read. Thus, the students were still poor in reading comprehension. In line with some problems above, the writer conducted a research to answer the research question *Can the application of cooperative script technique improve the students' reading comprehension?*

The findings of this research expected will contribute to the improvement of teaching and learning technique in reading and the students' improvement in reading comprehension.

2. Method of the Research

In conducting this research, the writer used an experimental research. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class XPK 1 of SMK Negeri 1 Tolitoli in academic year 2016/2017. The total sample was 30 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

Pre-test was given to obtain students' score in reading comprehension before applying the treatment. The result of pre-test can be seen in the following table:

Table 1. The result of Pre-test

No	Name	Students' Score	Grade	Level of Scoring
1	FMR	68	Poor	Failed
2	MWI	68	Poor	Failed
3	IKH	64	Poor	Failed
4	ASF	80	Fair	Successful
5	ARB	64	Poor	Failed
6	CCI	68	Poor	Failed
7	DPS	80	Fair	Successful
8	GBC	76	Fair	Successful
9	GTR	68	Poor	Failed
10	HSN	68	Poor	Failed
11	JSW	56	Very Poor	Failed
12	KDH	64	Poor	Failed
13	MRD	80	Fair	Successful
14	IIA	72	Poor	Failed
15	IIR	76	Fair	Successful
16	NHS	64	Poor	Failed
17	NIT	64	Poor	Failed
18	NIS	64	Poor	Failed
19	NVR	64	Poor	Failed
20	PWA	68	Poor	Failed
21	RRA	68	Poor	Failed
22	RSA	84	Fair	Successful
23	RAW	72	Poor	Failed
24	SLV	76	Fair	Successful
25	SDF	80	Fair	Successful
26	STR	64	Poor	Failed
27	TAS	84	Fair	Successful
28	RAD	56	Very Poor	Failed
29	SSM	64	Poor	Failed
30	NRH	72	Poor	Failed
	Total	**2096**		

Table 2. Classification of scoring grade and the Percentage in the Pre-test.

No	Grade	Criteria of Mastery	Frequency	Percentage
1	Good	88-100	-	-
2	Fair	75-87	9	30%
3	Poor	62-74	19	63,33%
4	Very Poor	<62	2	6,67%
	Total		**30**	**100%**

For more clear, the table above showed that in the Pre-test there were 9 students got Fair grade (30%), 19 students in the Poor grade (63,33%), and 2 students got Very Poor grade (6,67%). Then, the data indicated that most of the students are in Poor grade and no students indicated in Good grade. Thus, the writer concluded that the students'

still poor in reading comprehension of recount text.

3.2 The Result of Post-test

Post-test was given to find out the improvement of the students' reading comprehension after applying the treatment. The result can be seen in the following table:

Table 3. The Result of Post-test

No	Name	Students' Score	Grade	Level of Scoring
1	FMR	80	Fair	Successful
2	MWI	76	Fair	Successful
3	IKH	84	Fair	Successful
4	ASF	88	Good	Successful
5	ARB	76	Fair	Successful
6	CCI	72	Poor	Failed
7	DPS	92	Good	Successful
8	GBC	80	Fair	Successful
9	GTR	84	Fair	Successful
10	HSN	84	Fair	Successful
11	JSW	72	Poor	Failed
12	KDH	80	Fair	Successful
13	MRD	88	Good	Successful
14	IIA	84	Fair	Successful
15	IIR	84	Fair	Successful
16	NHS	76	Fair	Successful
17	NIT	80	Fair	Successful
18	NIS	84	Fair	Successful
19	NVR	88	Good	Successful
20	PWA	80	Fair	Successful
21	RRA	76	Fair	Successful
22	RSA	96	Good	Successful
23	RAW	84	Fair	Successful
24	SLV	84	Fair	Successful
25	SDF	96	Good	Successful
26	STR	80	Fair	Successful

27	TAS	92	Good	Successful
28	RAD	76	Fair	Successful
29	SSM	84	Fair	Successful
30	NRH	80	Fair	Successful
	Total	**2480**		

Table 4. Classification of scoring grade and the Percentage in the Post-test.

No	Grade	Criteria of Mastery	Frequency	Percentage
1	Good	88-100	7	23,33%
2	Fair	75-87	21	70%
3	Poor	62-74	2	6,67%
4	Very Poor	<62	-	-
	Total		**30**	**100%**

For more clear, the table above showed that in the Post-test there were 7 students got Good grade (23,33%), 21 students in the Fair grade (70%), and 2 students got Poor grade (6,67%). Then, the data indicated that most of the students are in Fair grade and no students indicated in Very Poor grade. Thus, the writer concluded that the students' reading comprehension in recount text could be improved through the application of Cooperative Script Technique.

3.3 Discussion

In accordance to the findings of the research, the writer had analyzed the data. It described the application of cooperative script technique improved the students' reading comprehension of first grade at SMK Negeri 1 Tolitoli.

Firstly, the writer conducted pre-test. The result of pre-test showed that before implementing the treatment the students still poor in reading comprehension. The pre-test showed that from 30 students 9 students were successfully passed the
standard achievement while 21 students were failed. There were 9 students got Fair grade (30%), 19 students in the Poor grade (63,33%),

and 2 students got Very Poor grade (6,67%).

Secondly, the writer applied treatments to the students. It was done in four meetings. The treatment was the application of cooperative script technique. The writer taught the students by using cooperative script technique in comprehending a recount text. The treatment was four meetings as follow:

a. First meeting

The writer explained the definition of recount text and the generic structure. The writer also gave the example of recount text to the students. Then, the writer introduced cooperative script technique in the learning process.

b. Second meeting

The writer divided the students in pairs. The writer distributed the recount texts to each student. The students read and made summary of the text. The students made conclusion about the recount text in pairs. To know the students comprehension about the recount text the writer asked the students to answer the question.

c. Third meeting

The writer gave a feed back related to the previous meeting. Then, the writer explained one of the linguistics figures of recount. It was the use of past tense to retell the event. After that, the writer gave same activity with second treatment but the topic of the reading text was different.

d. Fourth meeting

The writer also explained one of the linguistic features of recount text to complete the last treatment. It was the words that show the order of events. Then, the writer did same activity with the previous treatment but the topic of the reading text was different.

The last, the writer conducted post-test after applying the treatments. The result of post-test showed that the students' reading comprehension improved. The post-test showed that from 30 students there were 28 successfully passed the standard achievement while 2 students were failed. There were 7 students got Good grade (23,33%), 21 students in the Fair grade (70%), and 2 students got Poor grade (6,67%).

The description of the data showed that the students' reading comprehension in recount text had significant improvement. The mean score of post-test (82,67) was higher than the mean core of pre-test (69,87). The value of T_{count} was greater also than T_{table} (13.797 > 2.054). Thus, the writer concluded that there was significant improvement of using cooperative script technique to improve students' reading comprehension in recount text.

4. Conclusion

In line with the findings of the research, the writer concludes that the research question have been answered. The application of cooperative script technique can improve the students' reading comprehension of first grade at SMK Negeri 1 Tolitoli. There is a significant improvement to the students' achievement in learning reading comprehension by using cooperative script technique. It can be seen from the result of each test. The mean score of post-test (82,67) was higher than the mean score of pre-test (69,87). Then, the hypothesis testing showed that the value of T_{count} was greater than T_{table} (13.797 > 2.054). Thus, the hypothesis is accepted.

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