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Using Cooperative Script to Enhance Students' Comprehension of Narrative Text

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Abstrak

Penelitian ini bertujuan untuk mengetahui keefektifan penerapan cooperative scripts untuk meningkatkan pemahaman membaca teks naratif siswa. Jenis penelitian yang digunakan adalah quasi eksperimen design. Penelitian ini dilakukan di salah satu SMA Negeri di Kota Tangerang Selatan, dengan kelas X IPA 1 dan X IPA 2 sebagai kelas eksperimen dan kelas kontrol. Data hasil penelitian ini dianalisis dengan menggunakan *software IBM SPSS Statistics 25*. Pengumpulan data untuk memperoleh tes hasil belajar siswa diperoleh dengan menggunakan pretest dan posttest. Analisis data dari pengujian hipotesis dengan menggunakan *t-test* diperoleh t_{hitung} = 5,252, sedangkan t_{tabel} pada taraf signifikan 0,05 sebesar 1,665, maka diperoleh $t_{hitung} > t_{tabel}$ yaitu 5,252 > 1,665 sehingga H_1 diterima atau H_0 ditolak. Kesimpulannya, ada pengaruh dari penerapan cooperative script untuk meningkatkan pemahaman membaca teks naratif siswa.

Kata kunci: Tehnik *Cooperative Script*, Memahami Bacaan, Teks Narasi.

Abstract

This study aims to determine the efficacy of implementing cooperative scripts to improve student's reading comprehension of narrative texts. The type of research used is a quasi-experimental design. This research was conducted at one public senior high school in South Tangerang city, with classes X IPA 1 and X IPA 2 as the experimental and control class. The data from this study were analyzed using the software IBM SPSS Statistics 25. Data collection to obtain student learning outcomes tests was obtained using pretest and posttest. The data analysis from hypothesis testing using the t-test was obtained t_{count} = 5.252, while t_{table} at a significant level 0.05 of 1.665, then obtained $t_{count} > t_{table}$ that is 5.252 > 1.665 so H_1 is accepted or H_0 is rejected. To conclude, there is an effect of implementing cooperative script to improve student reading comprehension of narrative texts.

Keywords Cooperative Script Technique, Reading Comprehension, Narrative Text.

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INTRODUCTION

Reading is absolutely necessary for anyone who wants to expand their information or knowledge base. This is due to the fact that when a person reads a text, not only does the reader obtain the necessary visual information, but someone also obtains the non-visual aspects that are naturally included in a text by the writer (Johnson, 2008, p.4). Therefore, reading and comprehension cannot be divided into two distinct activities because they are inextricably linked to one another; when people read a book, they concurrently engage in the activities of comprehending or understanding the material (Grabe, 2009, p.14). Besides adding information, reading activities also play an important role in acquiring knowledge in the field of education. Moreillon (2007, p.10) says, by reading, students carry out an active skill that can help their learning process by understanding the meaning of the text they read to master whatever subject they like.

In Indonesia, first-grade high school students are targeted to learn English by mastering text types adopted from genre-based pedagogy. This is stated in the achievements per element of the revised K13

curriculum (*CP & ATP - Bahasa Inggris Fase E*, n.d.), which requires students to learn English through engagement with various text types, one of which is narrative.

The narrative text is a verbal or written message that helps readers understand the story's meaning. According to Anderson and Anderson (2003, p 6), a narrative is a piece of writing made up of past events meant to entertain the readers. According to Maharani (2007, page 68), narrative texts are also referred to as text telling in regular communication. The narrative text is often found in tales, fairy tales, legends, short stories, and novels. It may also be found in other forms. According to Iwuk (2007), who defines narrative text as a text that may incorporate fiction, nonfiction, fairy tales, or folklore, this is consistent with his definition. It is possible to say that the purpose of the narrative text is to amuse and capture readers with a story or event that has problems that lead to conflict and, in the end, has a resolution, a happy ending, or even depression. This can be defined as the objective of the narrative text. According to Hasibuan (2019), in contrast, the story serves as the major focal point of narrative writing.

A text that is considered to have a high readability level is one that is narrative in nature and is intended for students in the first year of senior high school. The findings of a study carried out by Yetti (2021) that examines the degree of readability of narrative text contained in textbooks utilized in the first grade of senior high school provide evidence that supports this statement.

However, even though research has been conducted that narrative text is a text that has a high level of readability, there are still some things that could be improved in reading activities in schools. Based on observations that have been carried out on first-grade teachers at one public high school in South Tangerang. The researcher found that students' learning outcomes were still low in reading narrative texts. The researcher discovered that many first-grade students need help comprehending it; they cannot identify the narrative text's main elements, such as the setting, main character, conflict, or problem. Moreover, the majority of students are not engaged when reading the text; they cannot understand the plot of the story contained in the text and feel like they have amnesia after reading it; this condition typically leads to a worse condition that prevents them from comprehending the text optimally.

Given the circumstances, the researcher attempts to find a solution to the issue and assist the student by utilizing one of the different teaching strategies. The Cooperative Script method is one of the fascinating approaches that can be taken. The collaborative approach refers to several different methodologies, including the cooperative script. (Huda, 2014, p.196.) According to Lambiotte et al. (1987), the cooperative script technique is one of the learning strategies that makes students work in pairs to conclude the provided material together. After that, they will take turns explaining their understanding of the material orally. Huda (2014) describes this technique as one learning strategy that makes students work in pairs to conclude the provided material. Cooperative Script is a cooperative learning model. According to Dewi et al. (2021), this learning model assists students in developing and associating facts and concepts obtained in problem-solving. This technique, along with other techniques in cooperative methods, has many advantages. Joliffe (2007: 6) in Pertiwi (2017) stated that cooperative learning had three main advantages: achievement, interpersonal relationships, psychological health & social competence. Meanwhile, the advantage of those techniques is that they need a long time to apply. It is because the teacher needs time to take a value just in a group.

The Cooperative Script learning model is applied through the delivery of teaching material. It begins with giving discourse or a summary of the teaching material for students to read for a moment and giving or incorporating new ideas or ideas into the teaching material provided by the teacher. Then students are directed to show their incomplete main ideas in existing material alternately with their respective partners.

Here are the steps the teacher applies in implementing the cooperative script technique to teach reading narrative text, which has been adjusted with the 2013 Curriculum:

Opening Activities
- Teacher asks student to pray together
- Teacher greets the students using English in order to create English environment
- Teacher checks students' attendace.
- Students receive information competence, material, purpose, benefits and lessons that will be taught.

Main Activities

a. Observing
- Teacher divided the class into six groups, A, B, C, D, E, F.
- Students in Team A, B, C read passage 1 (students worksheet 1), while students team D, E, F read passage 2 (students worksheet 2).

b. Questioning
- The teacher gives the students a task to make questions based on the text they have read.

c. Associating
- Representatives from A, B, and C team orally summarizes the contents of the passage 1
- Representatives from D, E, and F team orally summarizes the contents of the passage 2
- Both partner read the passage that they did not read.

d. Experimenting
- Team A, B, C asking questions to team D, E, F based on the passage 2
- Team D, E, F asking questions to team A, B, C based on the passage 1

e. Communicating
- Each team read the passage that they did not read.
- Both of them work together to make the information of memorable passages.

Closing Activities
- After followed the lesson in that meeting, students was asked about how they felt after learning narrative text.
- Teacher asked to knew that the students had understood abour narrative text.
- Students makes a conclusion in that meeting.
- Teacher gives a task to find and identify the generic structure from another narratice text.

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Cooperative Script

As Lambiotte et all (1988) in Huda (2014), Cooperative script is one of cooperative learning model, this technique also use the collaborative approach which facilitate students to work in pair to summarize learning material and form it into a text that will be presented orally in front of the class like reading a script. Furthermore, Slavin states in Shoimin, cooperative script technique is one of learning model that can strengthen students' memory that could greatly assist students in developing and linking the facts and concepts of students' experience to solving their problem which is much needed in reading narrative text (Shoimin, 2013, p. 49).

Based on some experts' statements above, the researcher concludes that cooperative script is a technique which could help students to understand learning material comprehensively through cooperative activity among the students in gathering main ideas from reading material and deliver it orally in front of the class to be listened by other partner in the same class.

Reading Comprehension

The most significant aspect of reading is the comprehension of the information given in the text. Reading without comprehension is useless and will only give the reader a meaningless symbol or picture. To comprehend a text, the reader must read that text. Through the reading activity, the reader should search, select, comprehend and understand a segment or multiple parts from the text to get desirable information. Grabe and Stoller (2013, p. 13) write, "reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers."

Narrative Text

Cambridge Advanced Learner's Dictionary (2009, p. 944) defines that narrative is "a story or a description of a series of events". Interpreting the definition above, David Herman (2009, p.1) mentioned that narrative is an account or a collection of events that happened to particular people, place, or thing for some period of times in particular circumstances and with specific consequences. Based on these two definitions, it can be concluded that narration is a note that tells story of particular object in a series of events.

RESEARCH METHOD

In doing this research, the researcher used a quantitative approach. Creswell states that quantitative research might be categorized as experimental, correlational, or survey. (Creswell, 2002, p.12). Using a quasi-experimental design, the researcher can perform experimental research without creating a new group. (Ibid, p.309.) This is consistent with the criteria satisfied by the researcher at the school, which bans establishing a new class for the research. The quasi-experimental research design required two classes: the experimental and control classes. Both of these classes were given a pretest with the same test. Then the two classes were given different treatments. Furthermore, the researcher will give another test for both classes as a final test (posttest).

This research was conducted at one public senior high school in South Tangerang City. The study involved class X IPA 1 and X IPA 2 in the 2020/2021 academic years.

The technique of data collection uses using pretest and posttest. The instrument collecting the data is the test containing 25 multiple choices questions. The technique for analyzing the data in this study is using the prerequisite test as normality and homogeneity test.

The normality test is used to determine if the data from both sample groups under consideration are normally distributed by comparing the pre-test and post-test scores with the N-Gain formula as below:

$$N - Gain = \frac{S_{postest} - S_{pretest}}{S_{maksimal} - S_{pretest}}$$

Pict 1. N-Gain Formula

Calculates the average score (mean) and standard deviation (SD) are as follows
Average (mean) :

$$Mean = \bar{x} + \frac{\Sigma fi \cdot xi}{n\,(fi)}$$

Pict 2. Mean Formula

Perform prerequisite tests with normality and homogeneity tests. The normality of the data was tested using the *Liliefors* test. The normality test with the *Liliefors* test is carried out if the data is single or single frequency data, not group frequency distribution data. The *Liliefors* test (L_0) was conducted as follows:

$$L_0 = |F(Z_i) - S\,(Z_i)|$$

Pict 3. Liliefors Formula

After the normality test confirms that the data is regularly distributed, a homogeneity test must be conducted. The homogeneity test determines the degree of similarity between two circumstances or populations. The homogeneity test in this study uses the *Fisher* test as follows:

$$F = \frac{\text{the highest variance}}{\text{the lowest variance}} = \frac{S_1{}^2}{S_2{}^2}$$

Pict 4. Fisher Test Formula

Finally, the hypothesis test could be conducted if the data of the experimental class and controlled class stated that they were normally distributed and homogenous. The researcher utilizes a T-Test to examine whether there are differences between the two variables used in this study for The Hypothesis Test. The researcher compares T-value and T-table after determining the t-value.

The formula of the t-test is

$$t_o = \frac{M_1 - M_2}{SE\ M_1 - M_2}$$

M1: Mean of post-test of Experiment Class
M2: Mean of post-test of Controlled Class

SE M1: Standard Error of Experiment Class
SE M2: Standard Error of Controlled Class

The testing hypothesis uses criteria with a significant degree of 0.05. The conclusion is gained as follows:
If the t-value < t-table, the H_a is accepted.
If the t-value > t-table, the H_a is rejected, or H_o is accepted.

H_a: There is an improvement in implementing the cooperative script method to students' reading comprehension of narrative text.
H_o: There is no improvement in implementing the cooperative script method to students' reading comprehension of narrative text.
The test of hypothesis in this study used the program of IBM SPSS Statistics 25 for Windows.

FINDINGS

The researcher obtained data from the pre-test and post-test scores of the students. The experimental and controlled class data will be described in separate sections.

Table 1. Comparison of Post-test scores in Experimental and Control classes with the Cooperative Script Method

	The Use of the Cooperative Script Method			
			Posttest	Posttest
No	Categories	Score Range	Control	Experiment
1	Very High	80 - 100	0%	35.89%
2	High	60 - 79	76.92%	58.97%
3	Low	30 - 59	23.07%	5.12%
4	Very Low	0 - 29	0	0%

Based on the table above, the posttest used the Cooperative Script model in the very high category of 35.89%, the high category of 76.92%, the low category of 5.12%, and the very low category of 0%. While the posttest results without using the Cooperative Script model in the very high category were 0%, in the high category were 76.92%, in the low category were 23.07% and in the very low category were 0%. From the table above, it can be concluded that there is a significant difference where the experimental group is superior to the control group. The following recapitulation of cooperative scripts can be seen in Figure 1.

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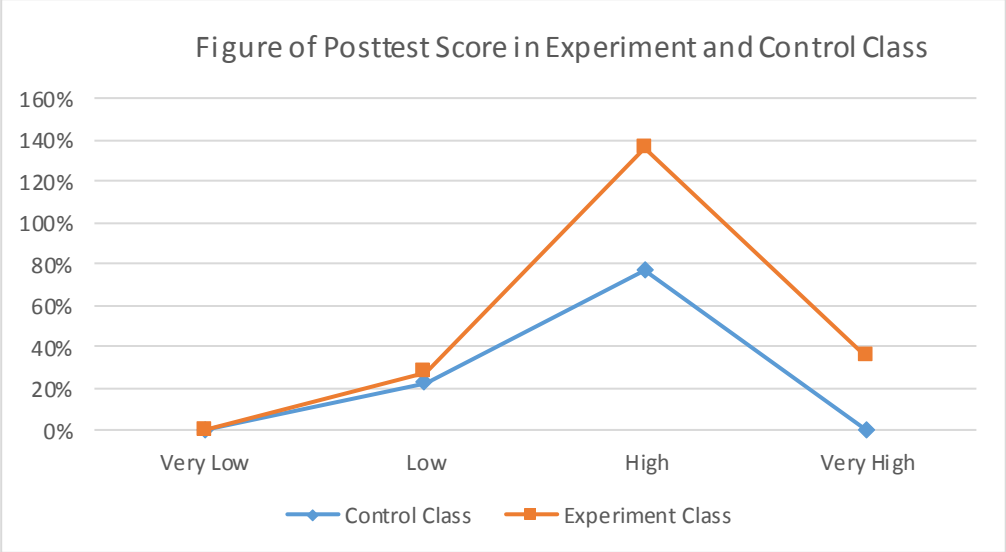

Fig 1. Graph of Experimental Class and Control Class of Cooperative Script Method

According to the figure above, it can be concluded that reading comprehension of narrative text using the Cooperative Script Method is better than reading comprehension of narrative text in the control class. It is evident from the graphic data above that there are differences in learning outcomes of reading comprehension of narrative text through the Cooperative Script Method and the control class model.

The Data of Experimental Class

The researcher creates a table that ranks, from lowest to highest, students' pre-test and post-test scores as presented below:

Table.2 Improvements of Students' Reading Comprehension

No	Predicate	Category	Score Range	Pre-test Score	Pretest Percentage	Post-test Score	Post-test Percentage
1	A	Very High	80 - 100	0	0%	14	35.89%
2	B	High	60 - 79	22	56.41%	23	58.97%
3	C	Low	30 - 59	17	43.58%	2	5.12%
4	D	Very Low	0 - 29	0	0%	0	0%
	Total of Students			39	100%	39	100%
	∑			2302		2916	
	X			59.02		74.76	
	Gained score		614				
			15.74				

The table presents the scores of students in the experiment class, including pre-test and post-test scores. It shows that of the 39 pretest students, there were 0 students in the very high category with a percentage of 0%, there were 22 students in the high category with a percentage of 56.41%, there were 17 students in the low category with a percentage of 43.58%, and 0% in the very low category. and the

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total score is 2302. The results for the post-test are 39 post-test students, there are 14 students in the very high category with a percentage of 35.89%, there are 23 students in the high category with a percentage of 58.97%, there are two students in the high category low with a percentage of 5.12%, and 0% in the very low category, and 2916 as the total score. Besides that, the total score of the gained score is 614, the mean of the pre-test is 59.02, the mean of the post-test is 74.76, and the mean of the gained score is 15.74.

The Data of Controlled Class

The controlled class table also includes the results of the pre-test and post-test scores of the students. It displays the grades that students earned.

Table.3 Improvements of Students' Reading Comprehension

No	Predicate	Category	Score Range	Pre-test Score	Pre-test Percentage	Post-test Score	Post-test Percentage
1	A	Very High	80 – 100	0	0%	0	0%
2	B	High	60 – 79	12	30.76%	30	76.92%
3	C	Low	30 – 59	26	66.66%	9	23.07%
4	D	Very Low	0 – 29	1	2.56%	0	0%
	Total of Students			39	100%	39	100%
	∑			2060		2512	
	X			52.82		64.41	
	Gained score		452				
			11.58				

The table provides the pre-test and post-test scores of the students in the controlled class. There are 0 students in the very high category with a score of 0%, 12 students in the high category with a score of 30.76%, 26 students in the low category with a score of 66.66%, and one student in the very low category with a score of 2.56%; the total score is 2060. Thirty-nine students took the post-test, with 0% in the very high category, 76% in the high category, 23% in the low category, and 0% in the very low category, with an overall score of 2512. In addition, the total acquired score is 452, the mean pre-test score is 52.82, the mean post-test score is 64.41, and the mean gained score is 11.58.

The Data Analysis

After gathering and describing data, the researcher conducted an analysis and reported the results in three sections: normality test, homogeneity test, and hypothesis test.

Normality Test

The normality test aims to determine if the data is regularly distributed. The researcher employs *Lilliefors* for the normality test. After completing the normality test, he got two values; L_{max} and L_{table}. Both values will be used to see the normality of the data. The researcher uses this criterion to see the normality of data:

H_1: $L > L_{table}$
H_0: $L \leq L_{table}$

Note:
H_1 = Data is not normally distributed
H_0 = Data is normally distributed

a. The Normality Test of the Experiment and Control Class

Table 4. Normality Test (Liliefors)

No	Group Distribution	Lcount	Ltabel	Result
1	Result of Reading Comprehension of Narrative Text Through Cooperative Script Method	0.069	0.1419	Normally Distributed
2	Result of Reading Comprehension of Narrative Text Through Control Class	0.024	0.1419	Normally Distributed

Based on the normality test using the Liliefors Test in the experimental class using the cooperative script method. It can be obtained that L_{count} is 0.1419. This figure is compared with the L_{table} of 0.1419, with a significant level of 5%. Then the distribution of experimental class data using the cooperative script method is normally distributed. While the normality test in the control class with the application of the control class model, a L_{count} of 0.024 is obtained. This figure is compared with the L_{table} number of 0.1419 with a significant level of 5%. Then the distribution of the control class data is normally distributed.

Homogeneity Test

The researcher conducted the homogeneity test to determine the data's homogeneity. This research applied the Fisher test to the pre-test and post-test scores acquired from experimental and control classes for the homogeneity test.

Hypothesis:

- H_0: $F < F_t$
- H_1: $F > F_t$

Notes:
H_0: The experimental class is homogenous to the control class
H_1: The experimental class is not homogenous to the control class

The result of the homogeneity test in the Cooperative Script Method class and control class is presented below:

Table.5 Homogeneity test of Reading Comprehensionof Narrative Text

Variable tested	Df	Fcount	Ftable
Reading Comprehension of Narrative Text Through Cooperative Script Method	38	1.157	1.692
Control	38		
Result	76		

Based on the significant level of 5% (α = 0.05) with $df1 = n1-1$ and $df2 = n2-1$. The decision criteria are: "If $F_{count} \geq F_{table,}$ then it is not homogeneous, and if $F_{count} \leq F_{table,}$ then it is homogeneous. It is obtained from the test that F_{count} of 1.157 and F_{table} of 1.692. So it can be concluded that $F_{count} \leq F_{table}$ so that it can be said that the distributed variance comes from a homogeneous group.

Hypothesis Test

The researcher conducted the hypothesis test after determining that the data were normally distributed and homogenous. The hypothesis test is used to determine whether there is a statistically significant difference between the experimental and control class. The writer conducted the hypothesis test using a t-test.

The statistical hypothesis of the research is:
H_0: Using the cooperative script is ineffective in improving reading comprehension of narrative text.
H_1: Using the cooperative script is effective in improving reading comprehension of narrative text.

The criterion used to analyze the hypothesis test is, such as:
1. If the t-test (t_0) > t-table (t_t) in the significant degree of 0.05, H_0 (null hypothesis) is rejected.
2. If the t-test (t_0) < t-table (t_t) in the significant degree of 0.05, H_0 (null hypothesis) is accepted.

Testing the null hypothesis (H0) was carried out by calculating the average N-Gain score from reading comprehension of narrative text between the experimental group using the cooperative script method and the control group using the lecture method. In the next stage, testing was carried out with the *t-test* at a significant level of 5% or 0.05.

Based on the average N-Gain value for the cooperative script method class group and the control model class group, the data from the *t-test* results are presented in table 6.

Table 6. T-test Result of Cooperative Script Class and Control Class

Class Group	N	Df	*N-Gain*	t-count	t-table
Reading Comprehension of Narrative Text Through Cooperative Script Method	39	76	56	5.252	1.665
Control	39		53		

The value of df 76 at the degree of significance 5% (t-table) is **1.665.** The data analysis from hypothesis testing using the t-test was obtained $\mathbf{t_{count} = 5.252}$, while $\mathbf{t_{table}}$ at a significant level 0.05 of 1.665, then obtained $t_{count} > t_{table}$ that is 5.252 > 1.665.

Table7. The results of the Independent Sample T-Test Posttest for the Control Group and the Experimental Group using SPSS

		Independent Sample Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variences assumed	.421	.518	5.252	76	.000	10.35897	1.97254	6.43031	14.28764
	Equal variences not assumed			5.252	75.065	.000	10.35897	1.97254	6.42952	14.28843

Based on the Independent Sample T-Test test table for the control and experimental groups above, a t count value of 5,252 is obtained. The results of the t-test or average difference test using the assumption t-test for Equality of Means with a sig (2-tailed) of 0.000 so that (1-tailed) is 0. If the probability/significant (2-tailed) value is the control group and the experimental group is 0.000 <0.05 then Ho is rejected and Ha is accepted. So in this research H_a is accepted or H_0 is rejected. To conclude, there is an effect of implementing cooperative script to improve student reading comprehension of narrative texts.

DISCUSSION

The Interpretation of the Data

The results of this study indicate that there are differences in the effectiveness of the Through Cooperative Script Method and the control class method for learning Reading Comprehension of Narrative Text in class X high school students. Based on the results of the t-test ability of Reading Comprehension of Narrative Text in the control group and the experimental group, the value of Sig. (2-tailed) of 0.000 <0.005, so that it can be concluded that H0 is rejected and Ha is accepted, which means that the application of the Cooperative Script Method model is more effective than the control class method.

In applying the Cooperative Script Method to the experimental group, their students stated that their findings showed that the learners who work with cooperative script are easier to comprehend the learning concept. in this activity, repeated reading is conducted to avoid errors. Repeated reading has increased words read correctly per minute, decreased word recognition errors, and improved comprehension (Herman, 1985; O'Shea, Sindelar, & O'Shea, 1987; Samuels, 1979 in Mc. Namara, 2007: 180). cooperative script also combined the reading, speaking and listening activities in its procedure. It can be seen during the oral presentation. The students switched the roles as presenter and listeners at one

time. They also have to read the text to ensure the summary is good for the presenter, while the listeners should listen carefully to get the main point of the summary, so they can work together in concluding the text. This activity encourages students to improve their vocabulary. It makes students understand the material better. These activities align with the results of the research by Lipson and Wixson (1997), as cited in Han (2005:2).

Based on the discussion above, the writer can conclude that the cooperative text technique influences student achievement in improving Reading Comprehension of Narrative Text. This is in line with the research conducted by Ivantara, Enji Putri. Herman. David Berthony Manalu (2020) the results of this study show that the application of the Cooperative Script Method has significantly affected students' reading comprehension After analyzing the data, the finding indicates that t-observed was higher than t-table (6.263 > 1.668)) with the degree of freedom (df) = 66.

Findings from research after analyzing the data, researchers find answers to the problem to know if there is an effect of using the Cooperative Script method in narrative text and as a result the class that applies the Cooperative Script Method has performed better on their tests especially in understanding the text used in reading comprehension.

CONCLUSION

This research was conducted using a quasi-experimental method to determine whether cooperative script improves students' reading comprehension abilities. According to the statistical analysis in the preceding chapter, there is a substantial difference between teaching narrative text reading comprehension with and without the cooperative script technique. At a significance level of 5%, the value of the t-test (5.252) is greater than the t-table (1.66), indicating that the Null Hypothesis (H0) is rejected. Acceptance of the alternative Hypothesis (H1). In the first grade of one public high school in South Tangerang, the cooperative script technique effectively increases students' reading comprehension of narrative text.

The researcher wishes to make the following recommendations based on the preceding conclusion: 1) Teachers must be creative in order to make the teaching and learning process more interesting, enjoyable, and effective for students; 2) Students must read more in order to gain more knowledge and develop a reading habit; and 3) Teachers and students can work together to solve problems during the teaching and learning process. The researcher expects the report to enhance teaching and learning at one public high school in South Tangerang, especially in teaching reading comprehension of narrative text.

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