

**THE EFFECT OF USING COOPERATIVE SCRIPT ON STUDENTS'  
READING COMPREHENSION AT THE FIRST GRADE OF SMA  
NEGERI 4 KEDIRI**

**SKRIPSI**

Presented as a Partial Fulfillment of the Requirement to Obtain the Bachelor  
Degree of Education (S.Pd) of English Education Department Faculty of Teacher  
Training and Education University of Nusantara PGRI Kediri



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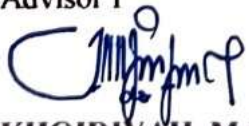
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Approved by the Advisors to be proposed to English Language Education

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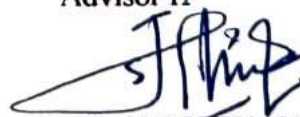
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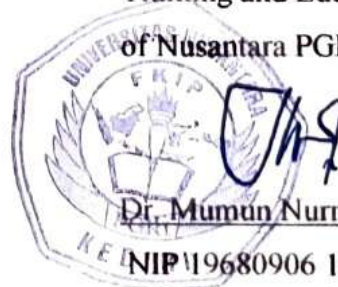
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## **MOTTO AND DEDICATION**

### **MOTTO:**

*Once you learn to read, you will be forever free.*

- **Frederick Douglass**

### **DEDICATION:**

1. Allah SWT who always gives his mercies and blessing during writing this Skripsi.
2. My great father (Sumeri) and my beloved mother (Salamiah) who always love, support, and pray for me so i could finish it on time.
3. Someone precious, Sulton Ali Al Aradatin who always helps, supports and gives me more attention to finish this Skripsi as soon as possible.
4. Pluto (Eka and Regina) who are always accompany me from the first grade up to this last grade.
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6. Blackpink whose songs always accompany during writing this Skripsi.

## ABSTRACT

**Merisa Wahyuningtias:** The Effect of Using Cooperative Script on the Student's Reading Comprehension at First Grade of SMA Negeri 4 Kediri, Skripsi, the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2023.

Keywords: Cooperative script, Reading comprehension, Teaching reading.

Reading comprehension is the ability to understand and read accurately written material. This includes knowledge of intent, purpose, and textual context, as well as the capacity to recognize and gather critical information. Reading comprehension skills are important both in education and in the workplace, even in everyday life. Apart from that, of course, there are several problems that become a concern in this matter. The first and most basic problem is the one that students have academically: their knowledge of understanding the goals and main ideas of English texts is still relatively low, with minimal knowledge of vocabulary and antonyms as well as word synonyms in the text. The purpose of this study is to determine the effect of the cooperative script technique on first-grade students' reading comprehension at SMA Negeri 4 Kediri.

The research method used in this study was quantitative with a pre-experimental technique. The techniques of collecting data used were pre-test, treatment, and post-test. A pre-test was implemented before treatment, while a post-test was applied after treatment. The populations of the research were 393 students and the samples of the research were 34 students. The data analysis used was a T-test counted with SPSS version 23.

The result showed that the average score of the pre-test was 58.82, while the post-test was 81.18. The score of the post-test was higher than the pre-test, with the mean score of the pre-test being 58.82 and the mean score of the post-test being 81.18. The standard deviation of the pre-test was 14.876 and the standard deviation of the post-test was 5.084, with a significant (2-tailed) value lower than 0.05 ( $<0.05$ ). Thus, it can be said that Cooperative Script had a significant effect on the students' reading comprehension in the first grade at SMAN 4 Kediri. Based on the result of the research, the researcher suggests the cooperative script technique can be implemented by teacher in other English skills.

The researchers also generated many ideas as material for discussion. This method will assist students in improving their reading comprehension skills and correctly reading English. Because it is effective in overcoming students' problems in learning English, English teachers might utilize Cooperative Script to increase reading comprehension. The researcher advocated using the Cooperative Script Technique not only in learning reading but also in all forms of English abilities in future studies and they are expected to conduct the study by offering more treatment. As a result, future researchers may improve their investigations by incorporating new techniques and designs.

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Praise and gratitude we pray to the presence of Allah SWT who has been giving blessing and mercies so the researcher is able to finish this skripsi as a partial fulfillment of requirements for the Sarjana Degree well.

By the title of this skripsi “The Effect of Using Cooperative Script on the Student’s Reading Comprehension at First Grade of SMA Negeri 4 Kediri”. It is realized that this proposal still has many shortcomings, so criticism and suggestions from various parties are highly expected.

On this occasion, the researcher would like to express my sincere gratitude and appreciation to:

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## CHAPTER I

### INTRODUCTION

This chapter presents background of the research, identification of the problem, limitation of the research, problem statement, the objectives of the research, significance of the research.

#### **A. Background of the Research**

English plays an important role in the communication process of many people, and being able to speak English also helps to accelerate the development of national science and technology. As is well known, English is the first foreign language taught at almost every level of education, from elementary school to university. Meanwhile, many formal and informal institutions, such as courses, offer the same programs as formal education. As we know, English has four basic skills that must be mastered, namely listening, speaking, writing and reading. To be proficient in English, students must master these four skills, especially reading skills. Reading is relevant to people's daily life, as people read many types of written material, including: Newspapers, magazines, science books, etc. Reading helps people get information, knowledge, and even problem-solving. As the saying goes, the more we read, the more knowledge we get. Students with strong reading abilities can read and comprehend English more quickly. As a result, students' reading habits determine their reading quality, Khoiriyah (2018).

According to Mikulecky and Jeffries (1996) reading is an important way to improve your general English skills. Therefore, reading is very important to the learner. During this time, students are constantly using the Internet to obtain

information, and English is often included in advertisements and information on the Internet. Nunan (2005: 69) states that ESL learners must be fluent in reading because it is the most important skill not only for learning English, but also for learning in all content classes that is conducted by English. He added Reading is a fluid process in which the reader combines information from the text with his own background knowledge to form meaning. In addition, Rohmah and Khotimah (2020:5) stated Reading then is the process of constructing meaning as concepts recalled by the printed word. Reading is a quiet, personal activity that combines information from the text with the reader's background knowledge to construct meaning. The reader should be able to understand the information and meaning of the text. Prominent progress and improvement can also be seen from how well the students' reading comprehension level.

According to Elleman and Oslund (2019) reading comprehension is one of the most complex human behaviors. Other explanation by Herman, et.al (2020) Reading needs more comprehension, because “Reading” is different with “Reading Comprehension”. Reading use eye but Reading Comprehension needs heart. Reading comprehension skills are required for students to be successful in both their academic and personal lives. Reading comprehension is the foundation for understanding all academic content in students' academic lives. Reading comprehension becomes increasingly important in all academic subjects as students' progress through the grades (Rohmah and Khotimah, 2020:13).

Teaching English in Indonesia can be said to be far from successful, especially in reading comprehension. The students' interest in reading is far from

enough. They think reading is the most boring thing, especially reading text whose language they don't know very well. In addition, there are many types and contexts of reading material that are certainly different from their background and culture, which makes them feel less related to what they read. Then instead of that, their limited grammar and vocabulary skills make it difficult for them to understand and grasp the points or intent of the text they read. Therefore, the purpose of reading is not achieved properly. This is, of course, useless because it is not in accordance with the purpose of reading. As explained in the previous theory, reading aims to obtain information.

Based on the observation at SMA Negeri 4 Kediri, there are several problems that occur. The first and most basic problem is the problem that students have academically: their knowledge of the goals and main ideas of English texts is still relatively low, with minimal knowledge of vocabulary and antonyms as well as word synonyms in the text. Properly, the students have difficulty answering questions about the text. They just read the text without understanding it, which then psychologically leads to a lack of student focus and student learning motivation in the teaching and learning process. They often talk to each other instead of paying attention when the teacher is giving learning material, especially during reading comprehension lessons. As happened when researchers made observations, the second problem is on the part of the teacher because of the way the teacher teaches in the classroom, where most of the teachers use traditional and less varied teaching techniques. The teacher is in charge of giving explanations, and the students are just sitting and listening. Many teachers only



focus on the material without giving students the opportunity to read well, understand the meaning of the multiplication in the text being read, and give students more time to understand the context of the reading. Therefore, the important role of a teacher is to choose the right teaching strategy to overcome the problems faced by students.

In addition, the use of appropriate teaching techniques can also increase students' motivation in reading an English text and understanding the contents of the text without feeling bored when reading a text, thereby achieving the success of the teaching and learning process. Of course, it is not an easy thing for teachers to teach reading comprehension to students who are not users of the native language of what they learn. Therefore, to solve the problems above, there are several ways in the classroom to make the learning process more interesting and enjoyable. There are many techniques, and in teaching reading comprehension, one of them is Cooperative script.

The Cooperative Script Technique is a simple method that can be used to practice a skill or procedure with the classmate (Suprijono, 2009:126). In addition, Cooperative script is a method of technique in cooperative learning. Cooperative Script is a method of Cooperative Learning. In this method teacher asks students to create a small group or in pairs and students should make a summary of the material that the teacher gave to the students orally summarize the material and turns with a partner. According to Bolukbas, Keskin and Polat (2011: 331), "Cooperative is a learning technique in which learners help each other in the learning process by forming small, homogenous groups to achieve common goals.

Performance is measured. You will be rewarded in different ways. According to Majid (2014), the purpose is to implement cooperative learning. It improves student performance when dealing with schoolwork. It also helps students understand complex concepts. One of the best collaborative learning techniques to teach reading comprehension is Cooperative script.

Several researchers have conducted previous studies on the cooperative script technique's effectiveness in teaching reading. In the first previous study was conducted by Rohmah and Khotimah (2020) conducted qualitative research which involves action-based thinking on a certain subject using the Cooperative Script technique to enhance students' reading comprehension. Results showed an average increase of 45 in cycle I and 61.10 in cycle II. The second researcher, Mufidah (2019) found that employing the cooperative script technique had a significant impact on reading comprehension performance of MA Hasanuddin Siraman's first-graders, increasing students' reading comprehension. The third previous study was arranged by Nurhafani (2016), Cooperative Script had a positive impact on students' interest in reading comprehension, with a t-test value of 3,797 and a t-table value of 2,120.

Based on the experience of researchers when directly involved in SMA Negeri 4 with the problems they have faced, and based on references from several previous studies, researchers are interested in conducting research on "THE EFFECT OF USING COOPERATIVE SCRIPT ON THE STUDENTS' READING COMPREHENSION AT THE FIRST GRADE OF SMAN 4 KEDIRI". Meanwhile, in this study the researcher used the same technique using

a cooperative script with the research method using pre-experimental research. The discrepancy then arises from the researcher's choice of sample and population. The SMAN 4 Kediri first-level population was employed in the previous studies, which were conducted at SMP Muhammadiyah Mataram, MA Hasanuddin Siraman, and KH.A. Wahab Hasbullah University. These studies have significance as a reference specifically for English teachers to make it easier to determine the right method for teaching English in reading comprehension and it is hope in this research has the same result which Cooperative Script techniques as the effective technique in teaching reading.

#### **B. Identification of the Problem**

Here are some of the problems that the researchers could identify:

1. Referring to high school English competency standards, students are expected to be able to improve their ability to understand functional texts such as narrative texts in the context of daily life, but in reality, students are not able to understand functional texts.
2. High school students are expected to be able to understand the contents of functional texts in depth. However, in reality, students still have difficulty in understanding the text in depth, which can be caused by the teacher's teaching strategy or the student's learning strategy that is used inappropriately.
3. Lack of students' learning motivation to be enthusiastic and have a desire to read and understand functional texts in depth.

Based on some of the problems above, what must be solved is to find the right strategy for students, because with the right strategy the teacher will be able

to determine the best way to teach reading comprehension. Classroom techniques and activities contained in a strategy will create a new and varied class atmosphere so that the learning process will be more interesting for students and can understand the text in depth.

### **C. Limitation of the Research**

This study is to measure the significant effect of using cooperative script in reading comprehension and focus on the cooperative script in affecting the reading comprehension. This study will use the same items in the pre-test and post-test. Moreover, to limit the scope of the discussion, the researcher only took first grade student of SMAN 4 Kediri academic year 2022/2023.

### **D. Formulation of the Problem**

According to the limitation of the problems identified, the analyst lists the problems that need to be researched as follows:

1. How is the students' reading comprehension of the first grade of SMA Negeri 4 Kediri in academic year 2022/2023 before being taught by using Cooperative Script?
2. How is the students' reading comprehension of the first grade of SMA Negeri 4 Kediri in academic year 2022/2023 after being taught by using Cooperative Script?
3. Is there any or not significance effect before and after being taught by Using Cooperative Script technique on the students' reading comprehension at first grade of SMA Negeri 4 Kediri?

### **E. Purpose of the Research**

Based on the research problem above, the purpose of the research are:

1. To know how the students' reading comprehension of the first grade of SMA Negeri 4 Kediri in academic year 2022/2023 before being taught by using Cooperative Script.
2. To know how the students' reading comprehension of the first grade of SMA Negeri 4 Kediri in academic year 2022/2023 before being taught by using Cooperative Script.
3. To know whether there is any significant different score in the student's reading comprehension between being taught with and without using cooperative script at the first grade of SMA Negeri 4 Kediri in the academic year 2022/2023".

### **F. Significance of the Research**

The researcher expects that this study can be useful for:

1. For English teachers

This study is expected to be useful for the English teacher as reference and feedback for the effectiveness in teaching reading.

2. For the Students

This study hopefully improves the students' knowledge and mastery of the reading comprehension skill. Students are aware that reading comprehension skill is a difficult skill, so that they can use cooperative script to enhance their reading comprehension skill and the students will be more active in learning reading in the classroom.

### 3. For other researchers

It is hoped that this study can be useful and useful as well as provide information to become reference material for further research which involving students actively an English learning process to improve students' reading comprehension.

## **G. Definition of Key Term**

### 1. Cooperative Script

The cooperative learning approach incorporates the cooperative script technique. The cooperative script method technique is the delivery of instructional materials that starts with lectures, group discussions, working on practice questions, or the teacher distributing discourse or material to students and then giving them the opportunity to read them for a brief period of time and make summaries while doing things like responding to questions from the teacher. The material is then presented and explained by a student who serves as the group's representative, with the option for further input from students in other groups. The teacher serves as a motivator, facilitator, and evaluator during this process (Supriadi, et.al, 2021)

### 2. Reading Comprehension

Reading comprehension is a process that involves interacting with written language and creating meaning at the same time (Snow 2002:11). In other words, reading comprehension is a difficult process of deciphering the writer's intended meaning from the printed words. The concepts from the material that the reader has been given must make sense to them and fit into their conceptual

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