

## INVESTIGATING THE ABILITY OF READING COMPREHENSION USING COOPERATIVE SCRIPT FOR NON-ENGLISH DEPARTMENT

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### ABSTRACT

The objectives of this study are implementation, and evaluation using Cooperative Script method in reading comprehension. It also to determine whether or not there is an increase in reading comprehension results using the Cooperative Script method. This research referred as qualitative research, which is an action thought on a particular object. The type of this research is Classroom Action Research. Classroom action research is a digestion of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The process of reading comprehension in this study uses the Cooperative Script method, which consists of 2 cycles of 5 meetings. The first cycle consisted of two meetings and the second cycle of two meetings, one meeting was used for the pre-test. In planning, the researcher compiles a learning implementation plan, makes learning media compile an observation instrument to observe students in learning activities. The process of implementing evaluation in this learning is carried out at the end of each cycle. The assessment is carried out to determine the ability of students' reading comprehension in using the methods that have been applied. The success rate in each cycle has increased, starting from the pre-test which increased on average 45 in cycle I to 61.10 then increased again in cycle II to 72.3. From the results of the assessment it can be proven that the application of the Cooperative Script method can improve students' reading comprehension.

**Keywords** : Reading, reading comprehension, Cooperative script

### INTRODUCTION

Same as speaking, writing, and listening, reading skill is very important to be mastered by the students in language learning. As one of the language skills, Reading is also significant to find the information. Furthermore, Linse and David Nunan (2005) state that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Grabe and Stoller (2013) stated the purposes of reading as follows: (1) Reading to search for simple information, (2) Reading to skim quickly, (3) Reading to learn from text, (4) Reading to integrate information, writes, and critiques texts, (5) Reading for general comprehension. From the statements, it can be concluded by reading, students get information, develop imagination, and extend knowledge. So, reading is an important skill that must be learned and developed by the students. Students ability to read is one of the most important think in learning English, because by reading they may improve their knowledge and they may get many information. The students only can speak or write if they read something before. It means that by reading, students will get some information to be shared to others.

English lesson in Islamic religion faculty at KH.A.Wahab Hasbullah University is a compulsory courses at first and second semester. On each meeting, there are reading text that students learn before

goes to the material. And the reading text usually deals with the material that they will learn. For example, students will learn about past tense, so on reading text they will read about a story in the past. Based on the primary study, the researcher found some problems in teaching and learning English especially in reading. By interviewing an English lecturer, the lecturer used some strategies and techniques. One of the strategies was Question-Answer relationship. The lecturer asked the students to read the text. She explained the meaning and asked the students to answer the question related to the text, discussed together. But in fact, the students were still low in descriptive text. As a result, some of the students did not get standard score because the students did not understand how to arrange to correct reading comprehension in descriptive text. Based on the researchers' preliminary study in Islamic religion faculty at KH.A.Wahab Hasbullah University, in fact the students still had limited reading time. The researcher can conclude that there were some problems in this case. It can be looked through the phenomena. First, some of the students got difficulties to find the factual information in reading descriptive text. Second, some of the students got difficulties to find the main idea in reading descriptive text. Third, some of the students still got difficulties to identify the word references in reading descriptive text. Fourth, some of the students still got difficulties to infer in reading descriptive text. Fifth, some of the students still got difficulties to restate in reading descriptive text. Due to the problem happened, the researcher tries to choose the Strategy that will be effective to be applied to improve students' reading comprehension in descriptive text, called Cooperative Script strategy. This strategy can help the students to develop the ideas to improve their reading comprehension ability. Cooperative Script Strategy is one of the types of Cooperative Learning strategies. Moreover, the characteristics of this strategy involve students to work together in pairs or groups and they share the information about the text.

## LITERATURE REVIEW

Reading is thinking and understanding and getting at the meaning behind a text. So, it can be said that the person who read should able to reach the information or meaning of a text Serravallo (2010). Comprehension is one of the components of reading which is important to be discussed. It is a complex process that has been understood and explained in a number of ways. Pardo (2004) mention that comprehension is a process in which readers construct meaning from texts. According to Dechnatn in Safitri (2011), the purpose of communication is the sharing of meanings; the purpose of all reading is comprehension of meanings. It shows that by reading, we do not just read the text but we have to comprehend the content and the total meaning of the text.

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 used as an interactive process that consists of three elements: the text as thing being comprehended, the reader that is doing the comprehending, and the activity in which comprehension is a part. So, reading comprehension is a process which enable readers to interact actively with the texts through communicative way in order to catch the meaning from the texts.

Cooperative learning is a learning method in which learners help each other in terms of their learning process by making up small homogenous group to achieve a common goal, and in which group performance is rewarded in several different ways (Bolukbas, Keskin, and Polat. 2011). Cooperative Script is one of the types of cooperative learning strategies. According to Slavin (2006) Cooperative learning refers to a variety of teaching when the students work in small pairs for mutual helping each other in studying lessons of material. In cooperative class, the students help each other, expostulate and make argumentation for transferring knowledge, the students know and close discrepancy.

Najiib (2012) stated that cooperative script is a strategy of learning where students work in pairs and take turn verbally explains the parts of the material in the study. There are characteristic of cooperative script such learning with friends, face to face with friends, learning in small group, express opinion, students made decisions, active students, sharing, leadership, responsibility, togetherness. O'Donnell (1992) also explained that 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 quoted from (Suprijono, 2010) 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. Krammer (2015) found that the use of cooperative script technique can help students to be more concentrated in reading, and help students to identify important information presented in the text. Cooperative script could make the students to develop the ideas with the word verbally and compare with another peoples' idea. Then, helping students to care for the others, and awareness of the limitation students in comprehend the text and receive all the differences idea.

## METHOD

This research preferred the design of qualitative research since the methodology accurately provide the needed data to explain the research problem (Ruark & Fielding-Miller, 2016). The research object was the second semester students of the Islamic education department KH.A.Wahab Hasbullah University which consist of 24 students. The data used in this study is qualitative data, which is expressed in the form of words, sentences, then the data analysed by describing them in good and correct sentences.

## RESULTS AND DISCUSSIONS

### Cycle I

Before entering into cycle 1, the researcher conducted a pre-test as an act of examining the field using the lecture and question-and-answer method. This is used as a benchmark for comparisons before class action and after class action. Then, the researcher implemented learning using the Cooperative Script learning model in improving student learning ability. On the first meeting in this first cycle, researchers began to apply the Cooperative Script method in the process of learning activities to improve motivation and student reading comprehension ability. This meeting includes three stages, namely initial activities, core activities, and final activities. In the initial activity, it was carried out with a prayer followed by answering the greetings uttered by the students, attendance, asking about students' news and students' readiness to study, invite students to review the previous subject matter a little. Then convey the learning objectives to be achieved and explain the methods to be used. In the core activities, the teacher gives reading text for every student in the learning process. For 15-20 minutes the teacher explains the material. Next, the lecturer applies the Cooperative Script learning method by means of the teacher explaining the procedures for group discussion of the Cooperative Script learning model first and if it was felt that the students already understood these procedures, the teacher began to divide students into several couple, by selecting random group members. This random selection of group members makes the abilities of each group at least evenly distributed from one group to another, because the abilities of each student must be different. Each pair gets the same reading text material and they get the same responsibility, where this responsibility is to keep the cooperation between the members realized well. So, here the role of the lecturer is only as a facilitator and companion of students in the learning process using a cooperative script. In closing section, the teacher explained what to do in the second meeting, which would be used to present the results of each group's discussion and would be followed by a test on reading comprehension material that each group had discussed at the next meeting by google form. Only then did the lecturer motivate students to always learning, so that all desires and ideals can be achieved and the first meeting of the first cycle ends with greetings.

The second meeting of cycle 1, the first activity was used to present the results of each group discussion, then continued to fill in the questions about the reading comprehension material that has been discussed. Before the group presentation started, as already done at the previous meeting, namely with prayer continued by answering the greetings uttered by the students, attendance, asking student news and student readiness to learn. Next, the group discussion presentation using the Cooperative Script learning model began. The first group was invited to come in front of the class to present the results of their group discussion by proposing representatives of their members. The task of the other groups was to record what was presented by the first group. After group 1 finished delivering the results of the discussion on reading the text, each group was given the opportunity to ask questions. Each group

may only ask one question. After the first group has finished its assignment, then the second group will present the results of their group discussion on reading the text discussed. Another group task is to record the results of the discussion from the second group. Likewise, until the last group. After the entire group has completed its task, which is presenting the results of the discussion from the reading comprehension material given by the lecturer, then the lecturer adds or completes the reading comprehension material that is less than the result of the group discussion presentation. In the next step, the lecturer gave questions for all students to work on with the material that the students had discussed through the google form application. but before the students opened and answered questions on the google form, the second meeting ended with greetings.

### **Observation of Cycle I**

From the observations it is known that in the implementation of lectures in cycle 1, students do not seem to really understand the material presented. This can be seen from the reactions of students who tend to be passive and less enthusiastic in participating in the learning process on zoom media and there are still many students who ask about the cooperative script method. In addition, at the beginning of the delivery of learning material using the Cooperative Script learning method, some students still tended to be busy with their own activities because they were still confused and less enthusiastic and did not pay much attention to the provisions conveyed by the lecturers regarding the use of this method. In addition, students still feel confused about the application of the new methods used by researchers, and because some students do not really understand how to learn using cooperative scripts. The results of observations in this stage indicate that learning is not very lively, this can be seen in the zoom screen atmosphere where some students feel happy with the application of new learning methods and some students are not so enthusiastic about the learning process using new methods and this too because students do not really understand the application of the Cooperative Script method where in this method students are asked to work together to discuss material by forming groups, and are required to present the results of their discussions at zoom meetings, so that researchers can conclude that student learning outcomes have increased because when compared with Lecture activities during the pre-test, in the learning activities in cycle 1, there are already active students during the teaching and learning process even though through the application zoom.

### **Reflection in cycle I**

Reflection in cycle I is used to determine whether the action in cycle I has reached a level of success or has not yet applied cooperative scripts in reading comprehension. The results of this reflection can be used as a reference in implementing actions in the next cycle so that errors that occur in cycle I do not occur again in cycle II. Based on the results of the analysis of the data obtained, it can be concluded that the application of the Cooperative Script method can improve student learning outcomes in English courses in reading comprehension. The results of observations or observations that have been made in cycle I illustrate that there are obstacles in the implementation of the Cooperative Script method for reading comprehension, as for some of these obstacles as follows:

- a) Students are still not used to learning by using the Cooperative Script method in reading comprehension
- b) During the learning process, there were still students who asked each other questions and were busy by themselves.
- c) Students still depend on other students, so learning is still dominated by only active students.
- d) Most students do not have the courage to ask questions
- e) Zoom class management is still not optimal, and there are some that are still constrained by signals that sometimes on and off.

Based on the results of the above observations, in the next cycle the researcher will try to fix all the obstacles that exist in the first cycle so that the results and learning objectives to be conveyed can be received well by students. And so that the deficiencies that exist in the first cycle are not reduced again in the second cycle.

## Cycle II

Responding to the results of reflection from the first cycle, at this stage of the implementation of the second cycle there needs to be a revision, so that the mistakes in the previous cycle do not happen again. The revised forms include the following:

- a) Provide a more detailed explanation of the Cooperative Script learning method for students in reading comprehension.
- b) Provide motivation to students so that they feel courageous and do not hesitate to express their opinions and main ideas they have in a group.
- c) Prepare everything related to the application of the Cooperative Script learning method in reading comprehension which is applied in cycle II, so that the errors that occur in cycle I are not repeated.

In the implementation of the second cycle, this is not much different from the implementation of the actions in Cycle I, namely the process of action is carried out for 2 meetings. In this second cycle, researchers still apply the Cooperative Script method in carrying out the learning process to improve reading comprehension. The reading text material that will be discussed at the first meeting of the learning process in this second cycle is the narrative text entitled 'true friends'. At this meeting, it includes three stages, namely initial activities, core activities, and final activities. In the initial activity, it was carried out by checking the students who had entered the zoom meeting, greeting followed by prayer, asking how the students were doing and students' readiness to learn, invites students to review a little previous lesson material. Namely material on reading comprehension at the first meeting. The core activity begins with the lecturer explaining the material to be studied at the first meeting of cycle II by explaining the reading text material that will be studied at the first meeting of cycle II and the lecturer also interact with students by conducting question and answer activities about the material being studied. After students are given the text reading and understanding what to do, the activity is continued with the application of the Cooperative Script method, namely discussing with each other the understanding in the reading text. After the students understood what was being done in the discussion, the lecturer invited the students to leave the zoom meeting and then discuss with each other their partners. After all the groups finished discussing the reading text that had been discussed earlier, at the second meeting, just like in the first meeting in cycle I the students were required to present the results of their respective group discussions through the zoom meeting application.

## Observation of Cycle II

In this second cycle, the observations show that during the learning process the students experienced a fairly high increase in the results of reading comprehension, when the lecturer reviewed the previous reading comprehension material, the students tended to be calm because they were paying attention to every detail of the information conveyed by the lecturer and students. begin to get used to asking questions about reading texts that have not been understood, presenting explanations in understanding reading texts, issuing main ideas that they find. Students are also very enthusiastic in following each process flow from the Cooperative Script learning model in reading comprehension. The overall results from the observations in cycle II, that students have reached the indicators that must be achieved, this can be shown that the learning outcomes of students in the learning process of reading comprehension have increased. In addition, in the learning process of reading comprehension by applying the Cooperative Script method, the atmosphere becomes livelier and students are more enthusiastic about learning English, especially in reading comprehension, students become motivated to always learn and participate in English learning activities, especially on reading comprehension with pleasure. and do not feel bored during learning activities, students also always feel curious and ask questions to find out and are able to get the main ideas out of every reading text.

## Reflection on Cycle II

In the second cycle it was able to show an increase in student motivation in English courses in reading comprehension. And based on the research results obtained from the actions taken, it can be concluded that the application of the Cooperative Script learning model in attractive reading comprehension can improve student learning outcomes with very satisfying results. The indicators of the success of implementing the Cooperative Script method in reading comprehension are as follows:

- a) During the learning process, students look excited and happy and do not feel bored.
- b) With the Cooperative Script method in reading comprehension, students become more active in cooperating in their roles in groups
- c) There is an increase in student learning outcomes seen from the increase in each cycle.

Based on the results of reflection in the second cycle, the implementation has reached the indicators of the success of the action. so that researchers feel there is no need for further cycle action.

### **Evaluation of Cooperative Script in reading comprehension ability**

The indicators of the success of implementing the Cooperative Script method in reading comprehension in Islamic Education students are as follows:

- a) During the learning process, students look excited and happy and do not feel bored.
- b) With the Cooperative Script method, students become more active in seeking answers and reading comprehension from reading texts given by the lecturer.
- c) There is an increase in student learning outcomes seen from the increase in each cycle.

Assessment in this learning is done at the end of each cycle. This assessment is carried out to determine the level of success of students in using the methods that have been applied. After the teaching has been completed, it is time for the lecturer to conduct a final evaluation or post-test, using the same or equivalent test used during the initial evaluation. Functions:

- a) To get a picture of the abilities achieved by students at the end of the teaching. If we compare the results of the evaluation or final assessment with the initial evaluation, it will be known how far the effect or influence of the teaching we have given.
- b) To find out which parts of the teaching materials are still not understood by most students.

With the increased motivation of students in participating in the learning process using the Cooperative Script method on reading comprehension it also has an impact on increasing learning outcomes obtained by students. This can be seen from the average value of student learning outcomes during the pre-test which was initially 45, in the first cycle, the results of the student's average score increased to 61.10. And in the second cycle the average score of students also increased to 72.3. Based on the results of the percentage increase in reading comprehension obtained by students in cycle II which was quite satisfying, the researcher said that this study was discontinued because indeed the purpose of implementing the Cooperative Script learning model in reading comprehension could be said to have been achieved. Judging from the observations made by researchers while in the field, it is known that when compared to before the Cooperative Script learning model in reading comprehension was implemented, the Cooperative Script method has several advantages, including:

- a) Can make the atmosphere of the learning process more interesting.
- b) Increase reasoning accuracy and enable students to issue main ideas when discussing reading texts shared by the lecturer.
- c) Can increase the value of familiarity and cooperation between students, because in this method, students are required to be able to communicate with their group friends.

With a pleasant atmosphere, students become more enthusiastic in following the learning process. And this has an impact on improving learning outcomes. From the research data above, it can be concluded that it is proven that the Cooperative Script method in reading comprehension can improve student learning outcomes.

### **CONCLUSION**

From the data explanation above, it can be seen that the application of the Cooperative Script method can improve reading comprehension of Islamic Education students at KH.A Wahab University Hasbullah Tambakberas Jombang. and the data can be concluded as follows:

1. In the process of implementing the Cooperative Script on reading comprehension, it is known that in the first cycle of research, students tend to be passive and less enthusiastic about the learning process. This is because students still feel unfamiliar and are not familiar with the new methods applied by researchers. students also do not really understand the rules of the

Cooperative Script method applied by the researcher. Then in the implementation of the second cycle, students' enthusiasm when participating in lessons increases, especially when the researcher will implement the Cooperative Script method in reading comprehension. students are very enthusiastic and very excited to carry out step by step in group discussions. In addition, the number of students who were active in the process of learning activities also increased when compared to the implementation of the first cycle.

2. From the research results, it can be proven that by using the Cooperative Script method, the success rate of student motivation in each cycle has increased, namely starting from cycle I 60% increased to 80% in cycle II. With the increase in student motivation in learning it also has an impact on increasing learning outcomes obtained by students. This can be seen from the average value of student learning outcomes during the pre-test which was initially 45 in cycle I increased to 61.10 then in cycle II also increased to 72.3. Based on the results of the assessment obtained, it can be concluded that the application of the Cooperative Script method can improve reading comprehension of Islamic Education students at KH.A Wahab University Hasbullah Tambakberas Jombang.

## SUGGESTION

Educators must think more about what strategies, approaches and methods should be applied to achieve the targeted basic competencies. Thus, the understanding of various learning strategies is further enhanced.

Educators also must carefully select and use appropriate methods and according to the needs of students so that students feel happy and motivated to always learn. And the Cooperative Script method can be used as an alternative learning method when educators want students to be more motivated to learn and excited and active in participating in the teaching and learning process, especially in reading comprehension. For this reason, good cooperation between teachers and students is needed and mutual support in improving the quality of learning as a whole, so that a supportive atmosphere can be created for student learning.

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