USING COOPERATIVE SCRIPT STRATEGY TO IMPROVE NARRATIVE READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP N 2 GELUMBANG

A Thesis Draft

By

NOVITASARI
Student Number: 06011181320012
English Education Study Program
Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SRIWIJAYA
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Approved by

Advisor 1 | Advisor 2

Dr. Margaretha Dinar Sitinjak, M.A. | Machdalena Vianty, M.Ed., M.Pd., Ed.D.
NIP. 195710041988032001 | NIP. 197411242000122001
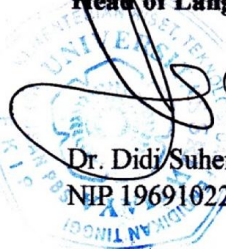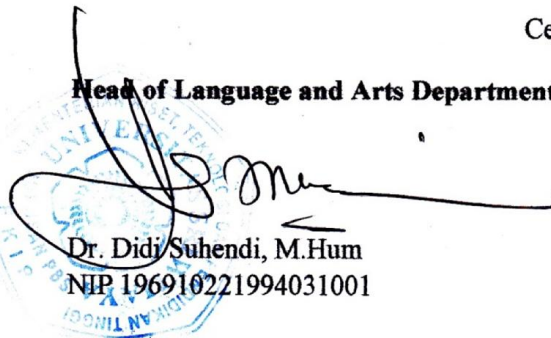
Certified by

Head of Language and Arts Department | Head of English Study Program

Dr. Didi Suhendi, M.Hum | Hariswan Putera Jaya, S.Pd., M.Pd.
NIP 196910221994031001 | NIP 197408022002121001

This thesis was defended by the writer in the final program examination and was approved by the examination committee on:

Date: October, 5th 2018
Day: Friday

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Dr. Margaretha Dinar Sitinjak, M.A.
NIP. 195710041988032001

Advisor 2
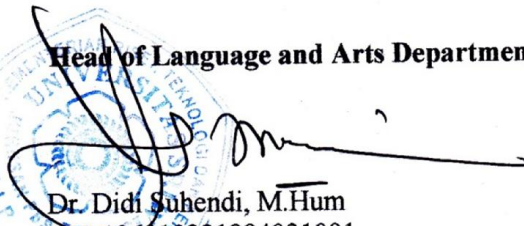
Machdalena Vianty, M.Ed., M.Pd., Ed.D.
NIP. 197411242000122001

Certified by

Head of Language and Arts Department

Dr. Didi Suhendi, M.Hum
NIP 196910221994031001

Head of English Study Program

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP 197408022002121001

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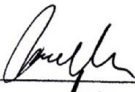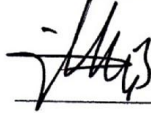
NOVITASARI
Student Number: 06011181320012

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Date: October, 5th 2018
Day: Friday

EXAMINATION COMMITEE APPROVAL

1. **Chairperson**   : Dr. Margaretha Dinar Sitinjak, M.A.

2. **Secretary**   : Machdalena Vianty, M.Ed., M.Pd., Ed.D.

3. **Member**   : Drs. Bambang A. Loeneto, M.A., Ph.D

4. **Member**   : Hesti Wahyuni Anggraini, S.Pd., M.Pd.

Indralaya, October 2018
Certified by
Head of English Study Program

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP 197408022002121001

DECLARATION

I, the undersigned

Name: Novitasari
Student number: 0601118130012
Study program: English Education

Certified that data thesis entitled "Using Cooperative Script Strategy to Improve Narrative Reading Comprehension Achievement of the Eighth Grade Students of SMP N 2 Gelumbang" is my own work and I did not do any plagiarism or inappropriate quotation against the crime and rules commended by the Ministry of education of republic Indonesia number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized in this work.

Indralaya, October 2018

The undersigned

Novitasari

THESIS DEDICATION

This thesis is dedicated to:

1. The one and only god. Allah SWT

2. My parents. Ibu Sukesih and Bapak Suyitno who always support and motivate me in every second of my life through their pray, love and affection. Special for my Mom, now on you could answer theirs' question, "when my graduation would be conducted?". It's hard enough to show them that you could high me up. Of course, big great thanks to my hero. Bapak.. I will make your effort being worth it. My lil brothers, Diki Setiawan and Sigit Triaji. I'm so thanked for your bravery that always reminds me to fulfill my undergraduate program (ASAP) :D.

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Motto:
"ALLAH WILL ALWAYS HELP AND SHOW THE WAYS IN THE END OF OUR EFFORTS, JUST BELIEVE IT!"
"EVERY PEOPLE HAS DIFFERENT TRIALS DURING THEIR LIFE"

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Moreover, the writer also would like to express her great and deepest gratitude to her parents and brothers for their love, support, and advice all this time, so the writer could finish this thesis.

Lastly, it is hoped that this thesis could be useful for teaching and learning in English education study program and for developing science, technology, and arts.

Indralaya, October 2018
The writer,

Novitasari

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Using Cooperative Script Strategy to Improve Narrative Reading Comprehension Achievement of the Eighth Grade Students of SMP N 2 Gelumbang

Abstract

The objective of the study was to find out whether or not there was a significant difference in students' narrative reading comprehension achievement between before and after they were taught by using Cooperative Script strategy and between those who were taught by using Cooperative Script strategy and those who were not. This study applied quasi-experimental design. The population of this study was the eighth grade students of SMP N 2 Gelumbang in academic year 2017/2018 and the sample of the study was selected by employing convenience sample sampling. To collect the data, the students were given a narrative reading comprehension test. The data were analyzed by using paired sample t-test and independent sample t test. The result of paired sample t-test showed that there was significant a difference in the students' narrative reading comprehension achievement between before and after they were taught by using cooperative script. Those were also a significant difference in narrative reading comprehension achievement between the students' who were taught by using Cooperative Script strategy and those who were not. In conclusion, using Cooperative Script strategy could improve the narrative reading comprehension achievement of the eighth grade students of SMP N 2 Gelumbang.

Keywords: *Narrative Reading Comprehension Achievement, Cooperative Script Strategy, Eighth Graders*

A thesis of English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : NOVITASARI
Students' Number : 06011181320012

Advisors 1,

Dr. Margaretha Dinar Sitinjak, M.A.
NIP. 195710041988032001

Advisor 2,

Machdalena Vianty, M.Ed., M.Pd., Ed.D.
NIP. 197411242000122001

Certified by,
Head of English Education Study Program

Hariswan Putera Jaya, S.Pd.,M.Pd.
NIP. 197408022002121003

CHAPTER 1
INTRODUCTION

This chapter presents (1) background, (2) the research questions, (3) objectives of the study, and (4) significance of the study.

1.1 Background of Study

English, a means of communication is spoken by many people from different countries whose the first language is not English. It is a global language. As Crystal (2003) points out, a language achieves a genuinely global status when it develops a special role that is recognized in every country. In addition, Brown (2001, p. 118) states, "one half of the one billion English speakers of the world learned English as a second or foreign language". This fact shows that learning English is important so that Indonesian students as future generation should have ability to take part in a multinational activity such as joining students' exchange and finding a work abroad.

In Indonesia, English is a foreign language, but English is taught as a compulsory subject for junior high school and senior high school students. It is also the subject tested in national examination. Based on the Indonesian Government Regulation (Standar Nasional Pendidikan) No. 32, 2013, English is one of the compulsory subjects which is taught and tested in national examination from the first year of junior high to senior high school. This shows that learning English is a must for Indonesian secondary students.

There are four language skills (listening, speaking, reading and writing) which Indonesian secondary students have to master in learning English. As one of the language skills, reading is important because reading can increase the vocabulary of the students by introducing them with the new and unfamiliar words and phrases regularly. The other reason is because reading enhances the knowledge of the students. By developing reading skills, the students can diversify their field of

knowledge which provides them the chance to participate in fruitful discussion and making decision in learning process. According to Cooper (1988), reading is a process of constructing or developing meaning from printed text, and it is primarily cognitive process. Therefore, reading is an important activity that boosts students to pursue with the texts in order to understand meaning, grasp the main ideas, and information presented in the texts. Nunan (2003, p.68) states, "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". Briefly, reading is an active process because it involves the interaction between the reader and the text.

Reading involves comprehension that focuses on the ability to understand the text, word in contexts and the meaning of the text. According to Pecjak, Podlesek and Pirc (2011), reading comprehension is a result of an instructional process that students have during a reading process between text, background knowledge, reading context, motives, and goals. Furthermore, Nakamoto, Lindsey and Manis (2008) state that reading comprehension is a very active process of understanding and inferring meaning from a sentence.

In the School based Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan), the objective of learning English in Junior High School is to achieve functional literacy (BNSP, 2006). In other words, Indonesian Junior High School students must be able to express meaning in the interpersonal and transactional text in form of recount, narrative, descriptive, procedure and report in daily life context. Similarly, based on the Indonesia Curriculum 2013 for Junior High School, one of the basic competences in English reading for the eighth grade students is to comprehend the purpose, structure and linguistics elements of narrative texts in the form of short and simple fable. It means that the students are expected to be able to comprehend what they read.

English reading comprehension is still assumed as a challenging task for Indonesian secondary students. For example, the analysis of the several results of previous studies conducted by the former students of English Education Study

Program, FKIP UNSRI (Sari, 2010; Abriansyah, 2011; Suhita, 2012; Sihombing, 2013; Rahma, 2014) who investigated the reading comprehension of junior high school students in Indralaya and Palembang, showed that in the average the students' reading comprehension is still unsatisfactory. It is shown by the average score of the reading achievement of those studies which were 52.48, whereas the expected score based on the passing grade (Kriteria Ketuntasan Minimum) is 75. In addition, some of these studies found that although there was an increase in the students' reading comprehension, it was not very satisfactory. Therefore, it can be concluded that there is still a problem with English reading comprehension of junior high school students. Moreover in South Sumatera, as Diem, Vianty and Mirizon (2016, as cited in Ayu, Diem & Vianty, 2017) reported, "the score of English comprehension achievement of 355 junior high students of different state public schools in Palembang is 65, while the passing grade (Kriteria Ketuntasan Minimum) is 75". This shows that students' English comprehension should be improved either through the effective strategies or the way the teacher manages the learning activity in the class. So that it can be easily accepted by the students.

In this present study, the eighth grade students of SMP Negeri 2 Gelumbang (one of sub districts in Muara Enim) would be selected as a population of the study. This is based on the interview (Personal Communication on September 25th 2017) with the English teacher of the eighth grade students who acknowledged that the students still had difficulty to comprehend English reading text, especially narrative text. The problems faced by the students in narrative reading text were having lack of vocabulary, unfamiliar narrative reading story, lack of English prior knowledge and difficulties to find the main idea of the text. The researcher had also interviewed seven of one hundred and eighty eighth grade students who were selected randomly from each of the eighth grade classes about English reading narrative text. Five of them admitted that English narrative reading text was difficult to understand because of the long passages in the narrative text. It was also because they did not know the meaning of the English words. Six of them were also confused about the generic

structure of narrative text. The researcher asked the interviewee about the example of narrative texts. All of them just gave two examples of narrative text, legend and fairy tale.

At SMP N 2 Gelumbang, the students study English twice a week. Even though, sometimes the teachers use media such as LCD and laptop to make learning process more varied. The English teachers in this school still apply conventional method. Conventional method or product is one that is usually used or that has been in use for a long time, such as using white board and board marker (Collins Dictionary, 2018). In learning reading, the teachers asked the students to read the text and translate the difficult words in the text together. The teachers also asked the students to find the synonym of the difficult words to increase reading comprehension. Then, the school teachers asked the students to remember 5-10 words in English in a day in order to enhance students' vocabulary mastery.

There are many teaching strategies that can be applied to improve reading comprehension achievement such as, Mind Map, Students' Team Achievement Division, brainstorming activity and Cooperative Script. In this study, the writer would apply Cooperative Script method in teaching English narrative reading. The most straightforward definition of cooperative learning is "the instructional use of small groups so that students work together to maximize their own and each other's' learning" (Smith, 1996, p.71). In the Cooperative learning approach, students will work in teams and admit varieties of opinion with other people. The students have a role as a speaker and as a listener. The students who have a role as speaker will read the same text. While the speaker tells about his/her material, the others students (listener) will correct and complete their pair's summary. Dansereau (1988, as cited in Anon, 1995, p.6) states, "that college students working on structured 'cooperative scripts' could learn technical material or procedures far better than the students working alone. Both the speaker and the listener learned more than the students who worked alone". In addition, Pelton (2010) reported, "students recall and retain words more easily after teaching each other". The result both of the study above has shown

that cooperative script is one of good strategies to improve student reading achievement. Moreover, Slavin (1994, p. 175) states that cooperative script is a model of learning that can improve student's memory. This strategy could increase the students' memory on the materials that have been obtained previously and can facilitate the students in order to improve creativity. Cooperative script was believed to help the students in developing and associating fact and concept that has been learned in problem solving.

In this study, the writer applied Cooperative Script Strategy in teaching English narrative reading. The most straightforward definition of cooperative learning is "the instructional use of small groups so that students work together to maximize their own and each other's' learning" (Smith, 1996, p.71). In the Cooperative learning approach, students will work in teams and admit varieties of opinion with other people. The students have a role as a speaker and as a listener. The students who have a role as speaker will read the same text. While the speaker tells about his/her material, the others students (listener) will correct and complete their pair summary. They will change the role, the speaker become the listener and vice versa. The method involves having the students: (1) work in pair , (2) read a text and make a note or summary, (3) choose the role of students who will be the speaker and who will be the listener, (4) the speaker reads his/her summary, (5) listen attentively, correct, and show the main idea that is not said by his/her friend, (6) change the role (7) take a test based on the text (Suprijono, 2009, p.126).

Cooperative Script helped the students understand the content of text and make students improve their reading ability more easily. Moreover, Cooperative script strategy was believed to motivate students more active and more pleasant in the reading class. That was why the writer interested in conducting research about improving students' reading ability through Cooperative Script Strategy at the eighth grade of SMP N 2 Gelumbang in academic year 2017/2018.

1.2 The Problem of Study

Based on the background above, the problem of this study was constructed in the following research question "was there any significant difference in students' narrative reading comprehension achievement between before and after they were taught by using Cooperative Script strategy and between those who were taught by using Cooperative Script strategy and those who were not?"

1.3 The Objective of Study

The objective of this study was to find out whether or not there was any significant difference in students' narrative reading comprehension achievement between before and after they were taught by using Cooperative Script strategy and between those who were taught by using Cooperative Script strategy and those who were not.

1.4 The Significance of Study

The writer expected that the result of this study were useful for students, teachers and other researchers. Firstly, it was hoped this strategy could help the students in increasing narrative reading comprehension achievement. It also helped the students be interested and motivated in learning process. Secondly, this study was expected to be useful for the English teachers to make this strategy as reference of alternative ways in teaching English in Junior High School with enjoyable learning. The last, for the writer herself, it gave useful information about the effect of this strategy, enlarge her knowledge and experience in doing the study and give great contribution to her carrier as an English teacher in the future.

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