

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
COOPERATIVE SCRIPT TECHNIQUE AT THE SECOND GRADE STUDEN'
OF SMA NEGERI 12 BANDA ACEH**

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IMPROVING STUDENTS' READING COMPREHENSION THROUGH
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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, the problem of study, the objective of study, the significant of study, the scope of study, hypothesis, and the definition of term.

1.1 The Background of Study

There are four skill in English that have to be mastered by learners. They are speaking, writing, reading, and listening. These four skill should be involved by teacher in the teaching and learning process in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skill (Harmer, 2010).

From the four skills that have been mentioned above, reading is one of important skill in English which very important to be learned by sudents. The students are able to improve their own knowledge and experience through reading activity. They will get a lot of information and ideas that they want to know. The information can be gained from books, magazine, paper, e.t.c. Furthermore, the students also will know what they do not know before. The more they read, the more information they get.

Based on Bernhardt (2009:6) that reading is an activity in understanding a written text which involves both perception and thought. It means that when someone is reading, she or he can give their opinion about the subject wich have been read. Furthermore, Snow (2013:15) stated that reading is not occur in vacuum, it is done for a purpose to achieve the end of the text. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage. So, she or he can achieve the purpose of reading when the activity is done.

There are two process of reading, they are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to someone's spoken language, meanwhile comprehension is the process of making sense of

words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

In teaching reading, technique is very important. It is because the good technique in teaching will obtain the good learning result. In other words, the success of teaching and learning activity is depend on the technique that is implemented by the teacher. Technique is an action that the teacher takes to obtain the teaching and learning goals. In addition, the technique can also be defined as a general direction set for the teaching process and its various components to achieve the expected goals. A teacher require to create and use many strategies in teaching reading. For instance, implementing various teaching methods, media, and games in order to stimulate the students interests.

Based on the researcher's observation during PPL (pre-teaching assistance program), the researcher observed the students in the teaching and learning process. Furthermore, the researcher also interviewed the English teacher who teach the students in the class. Thus, the reasearcher found the fact that there were some problems in reading learning process such as the technique employed by the teacher was not various, the students were lack of grammar knowledge, the students were lack of reading interest, and the students were difficult to spell the words. Based on the observation and interview done by the researcher, the researcher found that many students encountered difficulties when their teacher asked them to read and comprehend the text. For instance, the students find difficulties when the teacher asks them about some information that do not purely mention in the text but still in the context. In addition, another difficulty that is faced by the students is in finding the main idea of the text. Moreover, the teaching technique were not interesting for them so that they often feel bored during the teaching and learning process in the classroom.

Considering the above conditions, as the English teacher it is better to know various techniques in teaching reading in order to make the students motivated and interested in learning reading by involving them into groups, discussing about the context in the text with their friends and composing a good reading comprehension.

Based on the problems faced by students in the school, the researcher attempts to apply one of the good techniques which are believed can be implemented to improve students reading ability. Cooperative script technique is a technique that can be used by the English teacher in teaching reading. According to Slavin (2018:29), that cooperative scripts is a term for the practice of some students in group working together to summarize material and support one another's understanding and recall of the important facts and concepts contained in the material read.

Many researchers have been conducted related to the use of cooperative script technique in teaching reading. The first research comes from Ananda (2017). The result shows the improvement of the scores in experimental group was influenced by two important things which can be found during cooperative script technique implementation. First, student reading ability was influenced by retelling and working memory activity. Then, the students reading ability was influenced by the student motivation in reading. At last, The results suggest that cooperative script could be a potentially useful technique in teaching reading for ESL learners.

Next, a study by Yeni (2018) resulted that the students' reading comprehension improves significantly. The T-calculation result shows that T-calculation of cycle I is 4,81, and cycle II is 7,48. The improvement of cycle I is 32,27% and in cycle II is 48,38%. This technique can help students to remember the information and main idea of the text. This technique can also help students in work team activity. Based on the results above, it is

recommended for teachers or other researchers to use Cooperative Script Technique in teaching reading.

Based on the previous researches that have been conducted, it shows that the use of cooperative script technique has given a good impact toward the students learning outcomes in studying reading. It is recommended for teachers to apply cooperative script technique. The researcher intended to conduct a research by implementing the cooperative script technique to the students of SMA Negeri 12 Banda Aceh. The researcher wants to know whether the cooperative script technique improve the students' ability in reading or not. Furthermore, the researcher want to apply quantitative method to measure the students' ability in reading after implementing the cooperative script technique. Therefore, the researcher intended to conduct a research on the title **“Improving Students’ Reading Comprehension Through Cooperative Script Technique at the Second Grade Student of SMA Negeri 12 Banda Aceh”**

1.2 The Problems of Research

The problems of the research are :

1. Does the cooperative script technique improve the students' reading comprehension?
2. What are the students' perception about using the cooperative script technique in teaching reading?

1.3 The Objectives of Research

The objectives of the research are:

1. To find out whether or not cooperative script technique improves the students' reading comprehension
2. To know the students' perception about using the the cooperative script technique in teaching reading

1.4 The Significance of Study

The results of this research are expected to give benefit for education world theoretically and practically. Theoretically, it is expected to enrich the theories of reference of teaching reading as well as to give more meaning and deep understanding generally for the readers and especially for the English teachers in order to find out the innovative and creative technique that can be applied in teaching reading. Practically, this research is expected to give positive and meaningful contribution to the readers and the teachers about how to use cooperative script technique in teaching reading.

1.5 The Scope of Study

Based on the explanation above, the writer gives scope and limitation as follows:

1. This research focuses on the use of cooperative script technique in improving students' ability in reading.
2. This study is done only toward the second grade students of SMA Negeri 12 Banda Aceh.

1.6 Hypothesis

H₀: Using cooperative script technique does not improves the students' reading comprehension

H_a: Using cooperative script technique improves the students' reading comprehension

1.7 The Definition of Term

1. Teaching Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2010:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In

this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. ..

2. Cooperative Script Technique

Lazarowitz and Miller (2015:129) define cooperative script as a mechanism that guides the interaction of cooperating groups as they complete the designed task. In addition, cooperative script technique is students working together or in group and then students take turn the position and interpreting the materials that have been studied.

