

CHAPTER II

TEACHING READING COMPREHENSION BY USING COOPERATIVE SCRIPT

A.Cooperative Script

1.Definition of Cooperative Script

Cooperative Script is one of several methods in cooperative learning. This method is proposed by Dansereau et al in 1985. Dansereau CS (in Asmani, 2013:40) explains that "cooperative script is one method of learning, where students work in pairs and take turns verbally, to recapitulate portions of the material being studied". Cooperative script is also part of cooperative learning and as a method of cooperative; definition of Cooperative learning is a powerful approach to learn because it is both an effective pedagogy and a compelling philosophy and worldview. Cohen (2004:47) cited in Wastinih (2013:23). For add, Miller (1992:129) said that the cooperative script is the mechanism that guides the interaction of cooperating groups as they complete the designated task.

From the description above, it can be conclude that cooperative script is agreement between students about the rules of collaboration, problem solve together then summed together. While the agreement between teacher and students, the teacher's role as a facilitator who directs the student to achieve the learning objectives. In cooperative

script, activities of students during script really empowering potential students to actualize their knowledge and skills.

2.The advantages and Disadvantages of Cooperative Script method

Each learning method, certainly, has its advantages and disadvantages as well as Cooperative Script. In accordance to Wastinih (2013:39) the advantages of cooperative script method are:

- a.To make students active
- b.To make students can interact and care with the other
- c.Help students to understand new material
- d.To make students friendly
- e.Help students to improve reading skill

Disadvantages of Cooperative Script:

- a.Need a long time to apply this method
- b.To take a value just in group.

There are several advantages and disadvantages of Cooperative Script which also the researcher found as follow:

The advantages of Cooperative Script

- a.This method makes students work with others and help students work on difficult text.
- b.Help students to explain the whole passage easily.
- c.It helps students remember the forgotten part of text.
- d.Provide opportunities for students to repeat and help students to recalling memory about the text they have read.

Disadvantages of Cooperative Script

- a. Only used for a certain subject
- b. Only carried two students (not involving the whole class, so, the correction was limited to these two students)

Based on the explanation above, the researcher hopes that the advantages will be extracted and apply as much as possible to cover up disadvantages of cooperative script.

3. The Procedure of Cooperative Script.

To implement cooperative script, there are some steps that must be follows by the teacher. Suprijono (2013:126) claims that the procedures of cooperative script are:

- a. Teacher divided students in pairs.
- b. Teacher divide script every students to reads and make summary.
- c. Teacher and students to determine who the first as speaker and who as the listener.
- d. Speaker states his summary in details, and main ideas into summary.
- e. Switch role
- f. Conclusion

B.The Nature of Reading

1.Definition of Reading Comprehension

Reading is one of things that have to be mastered by the students. Bilal et al (2013: 283), “If a student is good at reading he will make good grades otherwise he will stay low in the order of merit.” This explains that reading is an essential part of any other related aspect of English. In line with Pang et al (2003: 6) states how important reading is, “Learning to read is an important educational goal.” Clearly, mastering reading is one of the important goals in education.

There are many definitions of reading stated by the experts. Pang et al (2003: 6) point out that “Reading is about understanding written texts.” It means that after reading, they will get the passage of the text. Akyol cited in Sahin (2013: 1) also define that “Reading is a dynamic inferring process that makes communication between researcher and reader essential.” Reading is an activity that connects the researcher and the reader. By reading, the readers will understand what the researcher’s aim. Chastain cited in Poulkalhor and Kohan (2013: 53) states that “Reading is a receptive skill in that reader is receiving a message from a researcher.”

In reading, the students have to understand it, according to Griffith and Rasinski cited in Sahin (2013: 1) “Understanding helps student to focus on meaning and using the expression in a proper way in order to improve comprehension skill.” It means comprehension is necessary for

the students, by reading the students can get the information. Jacobson (2007: 1) state, “Comprehension is the end goal of reading, whether an individual reads for pleasure, to learn, or to locate information.” When the readers comprehend the text, the readers know what the text is about. It is impossible to understand a passage of the text without reading it thoroughly since the goal of reading is to understand the text.

Reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (RAND Reading Study Group:2002) cited in Kwiatkowska-White (2012). This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context (Goldman, Saul, & Coté, 1995; McNamara & Magliano, 2009; RAND Reading Study Group, 2002). Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text. When the student able to comprehend what they read they can get new information that will be useful for their academic life.

According to Bailey (2001:5) “Reading comprehension is the process of constructing meaning from text”. Comprehension right here refers to reading goals that students should achieve. The goal of reading for students is to understand or comprehend the material of the test because reading comprehension is a bridge to understand scientific books they read. The ability of the students in reading is very important because

by having the ability to read, they will be able to improve their knowledge. Therefore, reading is also a key to success for student that wants to be an educated person.

2.Aspects of Reading Comprehension

In order to enable the student to comprehend the text, there are some aspects that will be mentioned as part of understanding reading comprehension. These aspects determine how to comprehend a text, below the writer will mention five aspects of reading comprehension from Turlington (2009: 147) as follows:

1.Detail Information

Identifying the detail information is scanning the specific information that has been provided in text. By finding the particular information in a text, means that students comprehend text.

2.Main Idea

Being able to determine the main idea helps students to recall important information. Locating the main idea and significant details helps the reader understand the points the writer is attempting to express. Wilawan (2012: 46) stated that, “Main idea is the main point or the central thought of the reading selection.” It can be stated in one sentence that compresses specific ideas to general. Identifying the relationship between the main idea and significant details will improve comprehension.

3.Vocabulary

Identify the vocabulary that students found within the text. It also develops readers' vocabulary knowledge and their skills to understand an everyday used vocabulary to advance vocabulary. Cynthia and Drew in Mart (2012: 179) said that "To know a word students need to see it in context relates to the word around it." In the other words, students must read the text carefully to understand the words.

4.Inference

Identifying an inference is a presumption against various things about the text. For example, about event which will be happen next the author's purpose to make the text, and if one of the events change. All the presumptions should be guessed basically intended to increase understanding of the earlier text. Preszler (2006: 5) explained that "Inferences are evidence-based guesses, they are the conclusions a reader draws about the unsaid in a passage based on what is actually said by the author." These enable readers to think critically, predicting, and enabling them to fully understand the text not only from the already stated information within then text.

5.Reference

By identify "who" and "what" within the reading text. Usually readers would find a pronoun of I, You, They, We, He, She, and It. Garrod in Kral (2004: 17) stated that "Reference is an integral part of

sentence comprehension that can often occur at the earliest possible point in reading or spoken language comprehension.” By enabling readers to understand to whom those pronouns refer; would make readers to easily identify the character and those involve within the text.

C.Types of Text

There are kinds of text define in terms of its social purpose. The social purpose means the function of certain text to the reader and listerner. Based on “Kurikulum Tingkat Satuan Pendidikan” (KTSP), there are five short and simple texts that should be acquired in Senior High School Students. They are Narrative, Recount, Discussion, Report, and Exposition.

1.Narrative

A narrative tells a story. It aims to entertain or inform the reader or listerner. It can include novels, spoken stories, historical fiction and other stories.

2.Recount

A recount retells past events, usually in the order in which they happened. It tells the audience WHAT and WHEN events occurred. Recounts include newspaper and television reports, conversations, letters, eye-witness accounts. Recount has a series of paragraphs retelling the events in chronological order.

3. Discussion

A discussion aims to look at both side of an argument. It aims to give the positive and negative, good and bad points about an issue. You can aim at the end to give your opinion on the topic. A discussion if used in essays, radio discussions, debates and sometimes newspaper articles.

4. Report

A report presents information about a subject. It usually contains facts about the subject, a description and information on its parts, behaviour and qualities.

5. Exposition

An exposition is a text that presents one side of an issue. It is used when we want to persuade someone. It is used in advertisements, editorials, spoken arguments, legal defences.

In the syllabus of eleventh grade of Senior High School there are several text that they'll learned. Researcher used only narrative text because it fits with the time in the syllabus to treated in the classroom.

D. Narrative Text

Each text has an explanation and purpose. Priyana, Riyandi, and Mumpuni (2008) stated that narrative text is a stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

1.Social Purpose

The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly valued.

2.Generic structures

The generic structures of narrative text are:

a.Orientation

The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.

b.Complication

It tells the beginning of the problem which leads to the crisis point (climax) of the problem which character's faces.

c.Resolution

The crisis is resolved, either in happy ending or in sad (tragic) ending.

d.Re-orientation

This is a closing remark to the story and it is optional. It consists of moral lesson, advisor teaching from the writer.

3.Significant Lexicon Grammatical Features

Significant Lexicon Grammatical features of Narrative text are:

a.Focus on the specific and usually individualized participants.

- b. Use behavioral (action verb) and verbal process (saying verbs)
- c. Use relational process to describes characters and setting
- d. Use mental processes to describe mental process
- e. Use temporal conjunctions and temporal circumstances to sequence the story.
- f. Use of past tense
- g. Use of past continues tense
- h. Use conversation

4. Narrative Text Types

Narrative text types are in the form of: fable, fairy tales, history stories, folktales, legends, mysteries etc. A narrative text is a text that is aimed to entertain, amuse, and to deal with actual or vicarious experience in different way: narratives deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution. By reading narrative text, the reader will get information or message which is useful for his or her life. Besides that, the reader will understand the sequence of events about a story.

5. Example of Narrative Text

The Boy who cried “Wolf”

Orientation

There was once a shepherd-boy who kept his flock at a little distance from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might, “Wolf! Wolf! Come and help! The wolves are at my lambs!”

Complication

The kind villagers left their work and ran to the field to help him. But when they got there the boy laughed at them for their pains; there was no wolf there. Still another day the boy tried the same trick, and the villagers came running to help and got laughed at again.

Resolution

Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help. "Wolf! Wolf!" he screamed. "There is a wolf in the flock! Help!" The villagers heard him, but they thought it was another mean trick; no one paid the least attention, or went near him. And the shepherd-boy lost all his sheep.

