

IMPROVING STUDENTS' ABILITY IN COMPREHENDING A DESCRIPTIVE TEXT THROUGH COOPERATIVE SCRIPTS

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Abstract: This research is intended to answer the problem in what way does the cooperative script improve the students' ability in comprehending a descriptive text to the eleventh grade students of SMKS Pembangunan Rasau Jaya in the academic year 2014/2015. This research is classroom action research. The tools of data collection used written test, field note and observation checklist. On the first cycle the researcher used cooperative script to improve the students' ability in comprehending on information of descriptive text about animal. The result of this research showed that the students ability in comprehending a descriptive text improved after applied the cooperative script. With this activity, students had more practice in reading. Besides, during the reading process students were active in asked and answered questions, this method also guide students to summarize the information of the passage. Consequently, the method successfully improved the students' ability in reading comprehension of descriptive text.

Key words: *Reading Comprehension, Descriptive Text, and Cooperative Script*

Abstrak: Penelitian ini bertujuan untuk menjawab masalah mengenai apakah cooperative script meningkatkan kemampuan pemahaman membaca siswa khususnya pada teks deskriptif terhadap siswa kelas XI SMKS Pembangunan Rasau Jaya tahun ajaran 2014/2015. Penelitian ini adalah penelitian tindakan kelas. Alat yang di gunakan dalam pengumpulan data adalah tes tertulis, field notes dan observation checklist. Dengan teknik ini siswa dilatih untuk kemampuan memahami isi bacaan deskripsi tentang hewan. Hasil penelitian menunjukkan peningkatan kemampuan pemahaman membaca bacaan deskripsi siswa setelah penerapan cooperative skript. Melalui aktivitas ini siswa berlatih memahami bacaan, mengajukan dan menjawab pertanyaan, siswa juga dituntun untuk meringkas informasi dari bacaan. Hasilnya, kemampuan siswa memahami bacaan deskripsi juga meningkat.

Kata Kunci: *Pemahaman Membaca, Teks Deskriptif , dan Cooperative Script*

Comprehension is a complex process in which the reader used the ability to find information. This means that the reader must be able to comprehend the meaning of printed words. Pang (2003:6) says, "Comprehension is the process of making sense of words, sentences and connected text". Reading should be an

active, fluent process that involves the reader and the reader material in building meaning. A process of reading cannot be separated from comprehension because reading without comprehension is useless. Comprehending texts also have different types, for example descriptive, narrative, recount, report, analytical exposition, and hortatory exposition.

Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, one of reading competences that be covered is to comprehend short functional texts and essays in descriptive and recount text in daily activities. For this purpose, students are asked to read those kinds of text; one of them is a descriptive text. Wignell (1994:208) states that the social Function of descriptive text is to describe a particular person, place, or thing. Which has the social function to describe the real thing; it can be person animal place build and so forth. The generic structures of descriptive text are identification and description: 1. Identification; identifying the phenomenon to be described, 2. Description; describing the phenomenon in parts, qualities, or/and characteristics. According to Hammond (1992) the description text has dominant language features as follow: using Simple Present Tense, using action verbs, using Passive Voice, using Noun Using Adverbial Phrase. In comprehending this kind of text, the students are expected to be able to reach the literal comprehension, inferential comprehension and to understand the text structure.

Look at the generic structure and language features of descriptive text which are stated above. To help students in comprehending descriptive text, the researcher applied a technique which encouraged and improved their reading comprehension in this study the researcher chose cooperative script method

Before conducting the research, it was found that the students had problems in comprehending text. The students got the problem in identifying information on generic structures include identification, description and identifying language feature. It is because in descriptive text, there are many information which describes parts, characteristic quality, and so on. Beside, when teacher taught about language features of descriptive text such as simple present tense, noun phrase, adverbial noun, and abstract noun. Most of them got difficulty to decide the translation that appropriate to be used in order to interpret the word. In other sides, students were uninterested in reading descriptive text because they did not understand the meaning. In fact, the teacher's could not attract the students' interest to focus of reading descriptive, as the result they did not like to recognize, even to comprehend the text. In teaching reading comprehension of descriptive text, the teacher does not just focus on what descriptive text is but also all the elements involved in descriptive text. The students are expected to understand the generic structure and language features of descriptive text which help them differentiate this kind of text to another. The generic structure of descriptive text consists of identification and description. In this research, the writer focuses on reading descriptive text about animal. For animal descriptive text, in identification, the writer identifies the animal in the description. This part clearly states about the animal that is described. In description, the words are used to describe the classification, the physical appearances, habitats and behavior of the animal.

In addition, the teachers teach descriptive text about animal because it had in curriculum in school. The students are encouraged to comprehend about simple present tense that is used in the descriptive text. The students are also expected to comprehend to using action verb, using passive voice, using noun phrase and using adverbial phrase. When the students can comprehend all the elements and information involve in the descriptive text, it mean that the students achieve a good comprehension.

Teaching reading comprehension in senior high school need appropriate method in order to develop their effectiveness in understanding the text. The method used by the teacher should involve some strategies in teaching learning process. Without knowing how to read, it will be very difficult for students to adapt and absorb the learning especially during activities in the classroom.

The goal of teaching reading comprehension is to make students have ability to understand the content of what they have read. As Nuttal (1982, p.22 cited in Muslia 2007, p.14) explained comprehending as the central to the process of reading and must be the focus of teaching process. Therefore, teaching reading comprehension is important, because it actively used the students to the process of comprehending the information of the reading passage.

Teacher can build comprehension through the teaching of comprehension method and environments that support an understanding of text. It is important for teacher to teach students active method and skills to help them become active and purposeful readers.

According to Grabe and Stoller (2002:38) reading is ability to draw meaning from the printed page and interpret this information appropriately. Reading ability will be developed best in association with writing, listening and speaking activities. The ability of students in reading is very important because by having the ability to read, they will be able to improve their knowledge.

The researcher used cooperative learning through cooperative script in teaching learning comprehending. In the cooperative learning, students tried to work in team and admitted varieties of opinion with other people. Cooperative scripts are learning methods that make students work in pairs. According to Miller (1992:129), the cooperative script is the mechanism that guides the interaction of cooperating groups as they complete the designated task. For add, Ibrahim (2012:5) said that Cooperative script is a cooperative learning in which students work in pairs and verbally summarize the portions of the material being studied. Cooperative script is one method that can be applied in descriptive text.

The instruction to be learned in descriptive through cooperative script is teacher gave brainstorming through pieces of picture, students made a group consists two students in group, teacher gave pieces of text from one text divided into two parts, students read and comprehend the text, students' identify generic structure and language feature, each students made summarize include the generic structure and language feature, students took roles as speaker and listener. The students decided who first serve as a speaker and who as a listener, as speaker: read the summary as completed as possible in include generic structure and language feature, as listener: correcting, and helping remember about a summary in text, students changed role and did as above. According to Najiib (2012), there

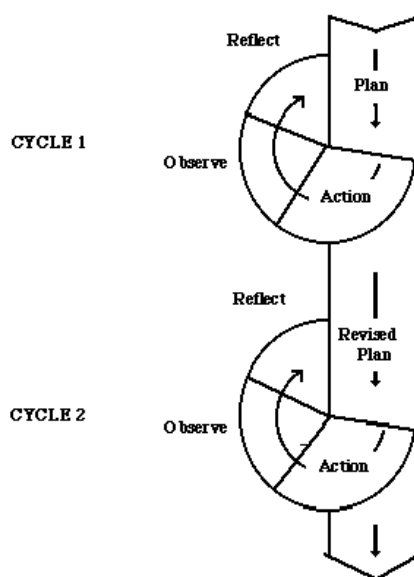
are some advantages of cooperative script: 1. to made students active, 2. to made students can interact and care with the other, 3. help students to understand new material, 4. to made students friendly

The researcher modifies the cooperative scripts to make it suitable for eleventh grade students of SMKS Pembangunan Rasau Jaya. The steps are as follows: Teacher gave brainstorming through pieces of text and the text, students made a group consists two students in group, teacher gave pieces of text from one text divided into two parts, students read and comprehend the text, students' identify generic structure, language feature, main idea, and supporting detail, each students made summarize include the generic structure, language feature, main idea, and supporting detail, students took roles as speaker and listener, the students decided who first serve as a speaker and who as a listener, students as a speaker : read the summary as completed as possible in include generic structure; language feature; main idea and supporting details, Students as a listener: listener, correct and help remember about a summarize in scripts, Students changed role and did as above.

METHOD

The method used in this research is classroom action research. This method used to find solution for the students problem in reading descriptive text. As Burns (2010:2) define that action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

According to Kemmis and McTaggart (1988) in Burn (2010:7) mention basics classroom action research that consists of four steps. These steps are the plan, the action, the observation, and the reflection.



Picture 1:

(Adapted from Kemmis and McTaggart 1988, as cited in Burns (2010:9)

The procedures of classroom action research are as follow:

1. Planning

The plans include the researcher' preparation before teaching learning activity such as: lesson plan, teaching material, observations checklist table, and written test.

2. Acting

The researcher acted as a collaborator and the English teacher of SMKS Pembangunan Rasau Jaya taught the students in reading descriptive text using cooperative scripts. As the collaborator, the researcher took note and observed all things that happened in the classroom during the research.

3. Observing

To collect the data, the researcher observed students' activity and teacher's activity during teaching learning process. The researcher filled the field note and observation checklist.

4. Reflecting

The researcher had recalls all the information which provided the bases for the revised plan for the next cycles. From the process of teaching learning the researcher gets some important feedback. The feedback is very important in re-planning the next action. It can change a certain action or add some more actions in order to improve the teaching learning process.

The subject of this research is students of XI Grade students of SMK S Pembangunan Rasau Jaya in academic year 2013/2014. That consisted of 26 students

In the tool of data collecting, the researcher used written test, observational checklist tables, and field note.

In the technique of data analysis used in the research are data analysis and measurement of mean score.

The formula is shown below:

$$M = \frac{\sum X}{N}$$

Where:

M : The students' mean score of the class

$\sum X$: The total score (percentage) of all students

N : The number of students

(Heaton, 1978)

RESULT

Before conducting classroom action research, the researcher observed the students of the eleventh grade of SMKS Pembangunan Rasau Jaya for about a

month. This method of research was intended to solve the problems found in reading comprehension a descriptive text process. The researcher observed the students of the eleventh grade for a month. During the pre research time, the research found out that the students had difficulties in reading. They faced many problems when they read descriptive text. Most of them could not comprehend descriptive text about animal. The students got difficulties in identifying the information in the generic structure of descriptive text; namely identification and description. Most of the students could not answer the question based on descriptive text about animal.

Besides, the students got difficulty in descriptive text language feature. The student difficulty to decide the word translation the appropriate to used in order to translate the word. To solve these problems researcher used Cooperative script. There were 3 cycles in doing this research.

Based on the research question, in general, in what way does the cooperative script improvement the students' ability in comprehending a descriptive text about animals after conducting cooperative script in learning process The students' mean score in first cycle was 49.81%, in the second cycle 65.19%, and the last cycle the students mean score was 75.58. They had shown the improvement in students' ability in comprehending a descriptive text on identification and description and also language feature.

The first cycle, second cycle and third cycle, the teacher began the teaching learning process by giving the students brainstorming with the teacher display the picture and asked to students to guess the animal on their knowledge. And the teacher asked to students to read the text. After that the teacher asked to students to identify the generic structure and language feature. And the teacher asked to students to read the text. After that the teacher asked to students to identify the generic structure and language feature. Before, the teacher asked student to make a group, each group consisted of two. After that, the teacher gave the students material about descriptive text entitle The Lion, the text is divided into two parts and one student in group got one part. And, the teacher asked to students what kind of text it was. Then, students read and comprehend script. The teacher asked to students identifying the generic structure. And, the teacher asked to students to identifying language feature with underlines of text. The teacher allowed the students to directly ask the meaning of the word to the teacher of found in dictionary. Some students actively asked the word that they did not know. Then after, the students asked no more questions about the vocabulary. The purposed was the students could get information from the text. Then, the teacher asked to each student to the made summary.

Next, the teacher asked to students took the role as speaker and as listener. And, the teacher asked to students to students (speaker) to gave origin to listener, and students (speaker) read the summaries as completed as possible in include generic structure and language feature. And then, students (listener) listening correcting, and helping remembered about summaries in script. After that, the teacher asked to students to change their role. While, the teacher gave test of ten essay. At the end of lesson, both students and teacher concluded the materials. The collaborator sit on the back, she observed the teaching learning process and

took a notes by using observation checklist table and field notes. The students seemed confused in the activity. It took quite long time for the students in understanding and implementing the step cooperative script in their reading activity. The teacher help should help the students to manage the time.

In this research, the researcher found some problems that had to be corrected. First, students did not comprehend the information in descriptive text. In the next cycle teacher should asked to the students to translate the descriptive text together. So, very students could identify the information of the text. Second, students still have difficulties language feature. Third, the teacher had made sure that all students understood the teacher's instruction. Teacher should motivate all the students to actively participate in the class activity. The students had brought dictionaries when leaning English in classroom. Then, teacher should asked the students to come on time after break time.

In conclusion, the first cycle was not perfect as expected. It needed to be revised, corrected, ad improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle to revise and improve the shortage and weakness in the first cycle.

The second cycle, the teacher reviewed the last meeting. And the teacher did the brainstorming with the teacher display the picture and asked to students to guess the animal on their knowledge. And the teacher asked to students to read the text. After that the teacher asked to students to identify the generic structure and language feature. The students apply cooperative script in reading activity.

The students seemed a progress; some students were understood about the information in descriptive text.

The third cycle, the teacher reviewed the last meeting. The students were very enthusiastic in learning. The students can comprehend the information about the text. The students implemented the cooperative script, and students can manage the time, so the problem of time management in the activity was solve.

DISCUSSION

The general research question concerned in the improvement of students' reading comprehension in descriptive text after being applied cooperative script. Then the specific research question was In what ways does the cooperative script improve the students' ability in comprehending a descriptive text. The results shown there was in ways identifying a descriptive text can improve the students' ability in comprehending through cooperative script. The students identify the descriptive text about generic structure and language feature.

During applying this method, based on the observation checklist and field notes, the activities in cycle 1 did not run smoothly. In cycle I, the students got confused about the procedure of method. The students still became passive learners; only some of them who following the part actively in the activities. Besides, the students' score was also low and the goal of learning did not achieve as expected by the researcher.

In cycle II, the students showed good improvements in the activities and their comprehension on descriptive text, as well as the researcher's performances. The students also knew what they had to do in the classroom. The students also

were more enthusiastic in learning than before. Since many students did not pass KKM and the means score of students were still not satisfactory. Therefore, the researcher needed to conduct cycle III.

In cycle III, the students were very enthusiastic in learning. All students got involved actively in class discussion to comprehend the descriptive text. Not only comprehending the information in descriptive text but also their comprehension got in better the generic structure of descriptive text. The students were very exciting in learning by using this method. Then many students pass KKM and the students' score were satisfactory.

This method was considered successful in this research. It was not only shown from the process of activities, but also their comprehension test. In process of activity, students could followed and understand teacher's instruction, the students more active in asked and answered questions from the teacher, students brought dictionary, and some students applied the cooperative script when they did the individual test. In comprehension test, the students showed good improvement. The improvements were analyzed from their ability in answering the question of individual test and the number of students who passed KKM in that school on reading comprehension that is 75.

Table 1:
The percentage of students' improvement based on the descriptive text from first cycle, second cycle, and third cycle.

No	Descriptive text	Cycle		
		1 st	2 nd	3 rd
1	Generic structure	26.92%	36.53%	41.15%
2	Language feature	22.88%	28.65%	34.81%
Not pass		19	12	8
Total		26.92%	53.85%	69.23%
Mean		49.81%	65.19%	75.58

The table showed the improvement of the students' performance from the first cycle to the third cycle, as well as their score in each test and achievement in each item. The mean score of the students in the first cycle was 49.81% with the percentage of passing score 26.92%; meanwhile, in the second cycle the mean score was 65.19% with the percentage of passing score 53.85%; and in the third cycle the mean score was 75.58% with the percentage of passing score 69.23%. The students' ability comprehension on generic structure and language feature of the text given was also improved from the first cycle to the third cycle. It was shown by the analyzed of item specification that showed 26.92% for generic structure in the first cycle, 36.53% for generic structure in the second cycle and

41.15% for generic structure in the third cycle; the comprehension on language feature was also improved from 22.88% in the first cycle, 28.65% in the second cycle, to 34.81% in the third cycle.

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion of the previous chapter, it can be concluded that students' ability in reading descriptive text for the eleventh grade students of SMKS Pembangunan Rasau Jaya improved after being taught through cooperative script in three cycles, the research showed that the use of cooperative script in descriptive text could improve students' ability in reading comprehension from cycle to cycle. This method did not only improve students' ability in reading comprehension of a descriptive text, but also improved students' participation and motivation in learning. Before applying this method, only a few students participated in the teaching learning process actively. But, by using this method, students were encouraged to share opinions, raise their hands to answer questions. The students' ability in reading competence improved from the first cycle to the three cycles. It was shown by the improvement of the students' scores and all of the aspects in the goals of the teaching learning process that had been conducted by the teacher and collaborator had been fulfilled. This method did not only improve the students' ability in comprehending a descriptive text, but also built students' diligence in learning, and also be responsible in learning. Besides, most of the students did not bring the dictionary in the first meeting which made the class noisy. They asked their friends when it came to the word they didn't know. Thus, the teacher reminded them to bring the dictionary in order to help them in their reading. It helped a lot. The class was less noisy and the students became more independent.

Suggestion

In reference to the research findings, the researcher shares the suggestion to improve teaching learning reading comprehension in SMKS Pembangunan Rasau Jaya. The researcher recommends the teacher to apply cooperative script in the classroom when teaching reading comprehension of a descriptive text. The teacher should pay attention to each student when in class discussion and when they do individual tests. Then, to motivate the students' ability in reading descriptive text the teacher may give rewards to encourage students in learning English. After that, the teacher should motivate students to speak English when discussing.

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