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READING REVOLUTION: ANALYZING THE EFFECTIVENESS OF COOPERATIVE SCRIPT TECHNIQUES IN STUDENT LITERACY DEVELOPMENT

Abstrak

Penelitian ini menyelidiki dampak metode Cooperative Script terhadap keterampilan membaca siswa kelas sembilan di SMPN 2 Labuhan Haji untuk tahun ajaran 2024/2025. Menggunakan desain kuasi-eksperimental, 70 siswa dibagi menjadi kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen menerima intervensi Cooperative Script, sementara kelompok kontrol mengikuti metode pengajaran standar. Hasil pre-test dan post-test menunjukkan peningkatan signifikan pada kelompok eksperimen, dengan skor rata-rata naik dari 56,14 menjadi 64,57, dibandingkan dengan peningkatan skor kelompok kontrol dari 48,00 menjadi 53,43. Uji t sampel berpasangan mengonfirmasi bahwa perbaikan kelompok eksperimen (selisih rata-rata 8,43, $p = 0,000$) signifikan secara statistik, sedangkan perbaikan kelompok kontrol (selisih rata-rata -5,43, $p = 0,000$) juga signifikan tetapi kurang mencolok. Hasil ini menunjukkan bahwa metode Cooperative Script secara signifikan meningkatkan keterampilan membaca lebih efektif dibandingkan metode tradisional. Penelitian ini mendukung penggunaan strategi pembelajaran kolaboratif dalam pendidikan dan menyarankan penelitian lebih lanjut mengenai manfaat jangka panjang dan penerapannya yang lebih luas.

Kata Kunci: Metode Cooperative Script, Keterampilan Membaca.

Abstract

This study investigates the impact of the Cooperative Script method on ninth-grade students' reading skills at SMPN 2 Labuhan Haji for the academic year 2024/2025. Using a quasi-experimental design, 70 students were divided into an experimental group and a control group. The experimental group received the Cooperative Script intervention, while the control group followed standard teaching methods. Pre-test and post-test results showed a significant improvement in the experimental group, with mean scores rising from 56.14 to 64.57, compared to the control group's increase from 48.00 to 53.43. Paired sample t-tests confirmed that the experimental group's improvement (mean difference of -8.43, $p = 0.000$) was statistically significant, whereas the control group's improvement (mean difference of -5.43, $p = 0.000$) was also significant but less pronounced. These results indicate that the Cooperative Script method significantly enhances reading skills more effectively than traditional methods. The study supports the use of collaborative learning strategies in education and suggests further research into their long-term benefits and broader applications.

Keywords: Cooperative Script Method, Reading Skill

Introduction

The significance of reading skills in literacy development is increasingly recognized as a crucial element of academic success and cognitive growth. Contemporary educational theories underscore the multifaceted nature of reading, which extends beyond mere text decoding to encompass complex cognitive and social processes. The Interactive-Compensatory Model (Stanovich, 2021) highlights how proficient reading engages a dynamic interplay between decoding abilities and comprehension, enabling learners to navigate and integrate information

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effectively. Collectively, these contemporary perspective illustrate that reading skills are not just foundational to academic achievement but also integral to the broader cognitive and social development of learners.

In the educational setting, the lack of interactive and supportive learning environments can significantly hinder students' ability to develop and improve their reading skills. When students are exposed to passive and traditional teaching methods that do not actively engage them in the learning process, they often struggle to connect with the material and develop deeper comprehension (Harvey & Goudvis, 2007). Interactive learning environments, which include collaborative activities, peer discussions, and hands-on reading exercises, are crucial for reinforcing reading skills and fostering a more engaging and dynamic learning experience. Without such interactive elements, students may miss out on valuable opportunities for practice and feedback, leading to stagnation in their reading development.

Moreover, a supportive classroom environment, characterized by encouragement and individualized support, is essential for addressing specific reading difficulties and building students' confidence (Lovett et al., 2021). The absence of these supportive structures can exacerbate reading challenges, leaving students feeling frustrated and less motivated to improve. Therefore, creating an engaging and nurturing learning environment is vital for helping students overcome barriers to reading and achieving. To effectively address the challenges associated with developing reading skills, integrating interactive approaches such as the Cooperative Script technique can be highly beneficial. According to Fischer et al. (2013) and Sparapani et al., (2020), by incorporating cooperative script technique into the learning process, educators can create a more dynamic and engaging environment that actively involves students in their reading development. This approach encourages students to collaborate in creating and performing scripted dialogues or narratives, which not only enhances their reading comprehension but also promotes active participation and peer interaction. Such interactive activities provide students with meaningful practice and immediate feedback, helping them to better understand and retain reading material.

Additionally, the collaborative nature of cooperative script technique fosters a supportive classroom atmosphere where students can share insights, ask questions, and build confidence in their reading abilities (Webb, 2009). This integration of interactive and supportive methods addresses the limitations of traditional teaching approaches by offering a more immersive and student-centered learning experience, ultimately helping to overcome barriers to literacy and improve overall reading outcomes.

The Cooperative Script technique, as defined by experts, is an instructional strategy designed to enhance reading and language skills through collaborative engagement. According to research, this technique involves students working together to create, script, and perform dialogues or narratives based on reading materials. The core concept of Cooperative Script is to leverage peer interaction and cooperative learning to facilitate deeper comprehension and active participation.

Several research studies have underscored the efficacy of the Cooperative Script technique in enhancing reading skills. Sporer et al. (2009) found that students who engaged in cooperative scripting activities demonstrated significant improvements in reading comprehension compared to those who used traditional methods. Their research highlighted how collaborative scripting provided students with interactive and contextual learning experiences that facilitated better understanding and retention of reading material.

According to Darong (2022), cooperative scripts not only enhanced students' reading achievement but also increased their motivation and engagement in reading tasks. Their findings indicated that the peer interaction involved in scripting activities contributed to a more effective and enjoyable learning experience. Ramirez (2021) demonstrates that cooperative scripting activities promoted higher-order thinking skills and deeper cognitive processing, which are crucial for reading development. Collectively, these studies provide robust evidence that the Cooperative Script technique is a valuable approach for improving reading skills through interactive and collaborative learning methods.

Substantial evidence supports the effectiveness of the Cooperative Script technique in boosting reading skills. Research consistently shows that this method significantly enhances

various dimensions of reading proficiency. Webb (2009) found that students who engaged in cooperative scripting demonstrated improved reading comprehension and engagement, outperforming peers who used traditional methods. According to Massler et al. (2022), cooperative scripting increased reading fluency and motivation by fostering a more interactive and participatory learning environment. Their research highlighted that students developed a stronger connection to the material through this approach.

Moreover, Lee (2018) said that cooperative scripting not only enhanced comprehension but also promoted critical thinking and analytical skills essential for advanced reading development. Their study emphasized the technique's effectiveness in creating a supportive and interactive learning atmosphere that addresses individual reading difficulties. Collectively, these studies confirm that the Cooperative Script technique is a highly effective approach for improving reading skills through collaborative and engaging instructional practices.

The correlation between previous studies on the Cooperative Script technique and particular research underscores a consistent pattern of positive outcomes in reading skill enhancement. For instance, Webb (2009) demonstrate improvements in reading comprehension and fluency through collaborative scripting, there remains a notable gap in research specifically examining its impact on diverse student populations and varying educational contexts. Existing studies primarily focus on general outcomes without delving into how the technique might be tailored to address specific reading challenges across different age groups or learning environments. This gap highlights the need for further investigation into how cooperative scripting can be adapted to meet the needs of a broader range of students. The objective of the current research is to explore these adaptations and evaluate the effectiveness of the Cooperative Script technique in diverse educational settings. By addressing this gap, the study aims to provide a more nuanced understanding of how cooperative scripting can be implemented to support varied learner needs and enhance overall reading development across different contexts.

METHOD

The study utilized a quasi-experimental design with a non-randomized control group to assess the effectiveness of the Cooperative Script technique on ninth-grade students' reading skills. This design featured a pre-test and post-test approach to compare outcomes between an experimental group and a control group, allowing for evaluation of the intervention's impact on reading proficiency.

The research was conducted at SMPN 2 Labuhan Haji for the 2024/2025 academic year, involving a total population of 102 ninth-grade students. From this population, a sample of 70 students was selected and divided into two groups: 35 students in the experimental group, who received instruction through the Cooperative Script Method, and 35 students in the control group, who followed traditional reading instruction.

Data were collected using multiple-choice tests designed to measure students' reading skills in narrative texts. These tests were administered as pre-tests before the intervention and as post-tests after the intervention to assess changes in reading proficiency. The test instruments were developed to accurately reflect the reading skills being measured and to align with the study's objectives.

Data analysis was performed using a t-test to compare the mean scores of the experimental and control groups on the post-test. This analysis was conducted with the help of SPSS 20 for Windows, allowing for a robust comparison of the reading skills outcomes between the two groups. The significance of the results was evaluated at a p-value of 0.00.

The results indicated a significant difference in reading skills between the experimental and control groups, confirming the effectiveness of the Cooperative Script Method. The t-test results supported the hypothesis that the method had a positive impact on students' reading skills, demonstrating its efficacy in enhancing reading proficiency.

FINDING AND DISCUSSION

The study investigated the impact of the Cooperative Script method on the reading skills of ninth-grade students. The findings revealed that both the experimental and control groups showed improvement in their reading skills, as indicated by the increased mean scores from the

pre-test to the post-test. The experimental group, which was taught using the Cooperative Script method, demonstrated a more significant improvement compared to the control group, which did not use this method. The table below presents the detailed statistical results of the pre-test and post-test for both groups.

Table 1. The result of pre-test and post-test of experiment and control group

Test	Groups	N	Minimum	Maximum	Mean
Pre-test	Experiment	35	45	70	56,143
	Control	35	35	65	48
Post-test	Experiment	35	45	80	64,571
	Control	35	45	60	53,429

Furthermore, he table presents the descriptive statistics for the pre-test and post-test scores of the experimental and control groups. Before the intervention, the pre-test results show that the experimental group had a minimum score of 45 and a maximum score of 70, with a mean score of 56.143. The control group, on the other hand, had a lower performance, with scores ranging from 35 to 65 and a mean score of 48.

After the intervention using the Cooperative Script method, the post-test results indicate a marked improvement in the experimental group. Their scores ranged from 45 to 80, with the mean score increasing to 64.571. In contrast, the control group, which did not receive the Cooperative Script intervention, also showed some improvement, but to a lesser extent. Their scores ranged from 45 to 60, with the mean score rising to 53.429. This data highlights the effectiveness of the Cooperative Script method in enhancing students' reading skills, as the experimental group outperformed the control group in the post-test.

Table 2. Paired sample t test

Pairs	Test	Mean	Std. deviation	df	Sig(2-tailed)
1	Pre-test Experiment Post-test Experiment	-8.429	11.743	34	.000
2	Pre-test Control Post-test Contro	-5.429	6.108	34	.000

The results of the paired sample t-test, as presented in the table, demonstrate the impact of the Cooperative Script method on the reading skills of students in both the experimental and control groups. For the experimental group, the mean difference between the pre-test and post-test scores was -8.429, with a standard deviation of 11.743. This indicates a significant improvement in the students' reading skills following the intervention. The t-test result for this group shows a statistically significant difference with a p-value of .000, indicating that the improvement is not due to chance.

Similarly, the control group also showed a mean difference of -5.429 between the pre-test and post-test scores, with a standard deviation of 6.108. Although the control group did not receive the Cooperative Script method, they still exhibited some improvement, possibly due to regular classroom activities or other factors. However, like the experimental group, the t-test result for the control group also indicated a statistically significant difference with a p-value of .000.

Overall, the data suggests that while both groups benefited from time and regular instructional activities, the Cooperative Script method had a more pronounced effect on improving reading skills. This finding supports the value of incorporating collaborative and interactive learning techniques to achieve more significant educational outcomes. Future research could explore additional factors influencing the effectiveness of such methods and examine their applicability in different educational contexts to further validate these results.

CONCLUSION

In conclusion, the study provides clear evidence that the Cooperative Script method significantly enhances the reading skills of ninth-grade students. The experimental group, which was exposed to this method, demonstrated a greater improvement in reading skills compared to the control group, as indicated by the higher mean score increase in the post-test results. The paired sample t-test further confirmed the effectiveness of the intervention, with statistically significant differences observed in both groups, although the improvement was more pronounced in the experimental group.

Based on these findings, it is recommended that educators consider incorporating the Cooperative Script method into their teaching strategies to improve students' reading skills, particularly in narrative texts. The method's ability to foster collaborative learning and active participation likely contributed to the substantial gains observed in the experimental group. Future research could explore the long-term effects of this method and its application across different types of texts and educational settings to further validate its effectiveness.

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