Does Cooperative Script affect the students' reading comprehension?

Merisa Wahyuningtias[1], Khoiriyah[2], Sulistyani[3]

[1]University of Nusantara PGRI, Indonesia
[2]University of Nusantara PGRI, Indonesia
[3]University of Nusantara PGRI, Indonesia

Abstract

This study is intended to find out the effect of using Cooperative Script technique on the students' reading comprehension of the first grade at SMA Negeri 4 Kediri. The research approach used in this study was quantitative with a pre-experimental technique. Technique of collecting data used was pre-test, treatment, post-test. Pre-test which instrument to know the reading comprehension of the students before being taught by Cooperative Script techniques was implemented before treatment which consists of several steps, while post-test was applied after treatment. The participants were 34 students. Data analysis used was T-test counted with SPSS version 23. The result showed that the score of post-test was higher than pre-test with mean score of pre-test was 58.82 and mean score of the post-test was 81.18. Thus, it can be said that Cooperative Script had significant effect on the students' reading comprehension of the first grade at SMAN 4 Kediri.

Keywords: Cooperative Script, Reading Comprehension, Teaching Reading

INTRODUCTION

Many people rely on English for communication, and being able to speak English also helps to speed the development of national science and technology. English is, as is generally known, the first foreign language taught at nearly every level of education, from elementary school to university. Meanwhile, numerous official and informal institutions, such as courses, provide programs similar to those provided by formal schooling. As we all know, there are four fundamental skills in English that must be mastered: listening, speaking, writing, and reading. Students must master these four skills, particularly reading skills, in order to be proficient in English. Reading is important in people's lives because they read a variety of written materials, such as newspapers, periodicals, and science books. Reading allows people to obtain information.

According to Mikulecky & Jeffries (1996), reading is an important way to improve your general English skills. So reading is very important for learners. Meanwhile, students frequently use the Internet to find information, and English is often included in Internet advertisements and information. Students with good reading skills can read English faster and understand better. In addition, Nunan (2005) says that ESL learners should read fluently because it is the most important skill not only for learning English but for learning in all medium-content classes in English. He adds that reading is a flexible process in which readers combine information from the text with their own background knowledge to form meaning. Also, Rohmah & Khotimah (2020) Then, reading is claimed to be the process of constructing meaning as the concepts that the printed word recalls. Reading is a quiet personal activity that combines information from the text with the reader's background knowledge to create meaning. The reader must be able to understand the information and the meaning of the text. Significant progress and improvement can also be seen from the student's reading comprehension level. According to Elleman & Oslund (2019) reading comprehension is one of the most complex human behaviors. Other explanation by Herman et al. (2020) Reading needs more comprehension, because "Reading" is different with "Reading Comprehension". Reading use eye but Reading Comprehension needs heart. Reading comprehension skills are required for students to be successful in both their academic and personal lives. Reading comprehension is the foundation for understanding all academic content in students' academic lives. Reading comprehension becomes increasingly important in all academic subjects as students' progress through the grades (Rohmah & Khotimah, 2020). It can be said that teaching English in Indonesia is far from successful, especially in reading comprehension. Students' interest in reading is far from enough. They consider reading to be the most boring thing, especially reading texts in which they are not very fluent in the language. In addition, there are many types and contexts of reading material that inevitably differ from their background and cultures, making them feel less connected to what they are reading. Instead, their limited grammar

and vocabulary skills make it difficult for them to understand and grasp the points or purpose of the text they are reading. Therefore, the purpose of reading is not properly achieved. Of course, this is not necessary because it is not suitable for the purpose of the reading. As explained in the previous theory, reading is about gathering information.

There are various issues that have been observed at SMA Negeri 4 Kediri. The first and most fundamental issue is one that students face academically: their understanding of the goals and primary ideas of English texts is still very low, with little grasp of terminology, antonyms, and word synonyms in the text. Students have trouble answering questions regarding the material correctly. They simply read the content without understanding it, which leads to a loss of student focus and drive during the teaching and learning process. When the teacher is presenting learning material, they frequently talk to each other instead of paying attention, especially during reading comprehension lessons. As happened when researchers did observations, the second problem is on the side of the instructor because of the manner the teacher teaches in the classroom, where most of the teachers employ traditional and less diversified teaching strategies. The teacher is in charge of explaining things, while the students simply sit and listen. Many teachers just focus on the subject without allowing students to read properly, understand the meaning of the multiplication in the text being read, or give students more time to understand the context of the reading. As a result, an important responsibility of a teacher is to select the best teaching technique to help students overcome challenges.

Furthermore, the employment of proper teaching approaches can boost students' motivation in reading an English text and understanding the contents of the text without boredom, resulting in the success of the teaching and learning process. Of course, it is difficult for teachers to teach reading comprehension to students who do not speak the native language of what they are learning. To address the aforementioned issues, there are numerous approaches to make the learning process more exciting and pleasurable in the classroom. Cooperative script is one of the approaches used in teaching reading comprehension. The Cooperative Script Technique is a straightforward way for practicing a skill or procedure with a classmate (Suprijono, 2009). Furthermore, cooperative script is a tool in cooperative learning. Cooperative Script is a Cooperative Learning approach. In this method, the teacher encourages students to form small groups or couple up and make a summary of the material that the teacher has given them orally summarize the topic and take turns with a partner. "Cooperative is a learning technique in which learners help each other in the learning process by forming small, homogeneous groups to achieve common goals," write Bolukbas, Keskin, & Polat (2011, p. 331). Performance is assessed. You will be rewarded in various ways. The goal, according to Majid (2014), is to implement cooperative learning. It boosts student performance when it comes to studying. It also aids kids in comprehending difficult ideas. Cooperative script is one of the most effective collaborative learning approaches for teaching reading comprehension.

Several studies on the effectiveness of the cooperative script technique in teaching reading have previously been undertaken. Rohmah & Khotimah (2020) conducted the first previous study, which involved action-based thinking on a specific issue utilizing the Cooperative Script technique to improve students' reading comprehension. The average increase was 45 in cycle I and 61.10 in cycle II. Mufidah (2019), the second researcher, discovered that using the cooperative script technique had a substantial impact on the reading comprehension ability of MA Hasanuddin Siraman's first-grade pupils, enhancing students' reading comprehension. Nurhafani (2016) conducted a study that found that Cooperative Script had a favorable impact on students' interest in reading comprehension, with a t-test value of 3,797 and a t-table value of 2,120.

Gultom (2022) conducted the previous study. This study attempts to increase reading comprehension (reading comprehension) using descriptive text materials. Model Learning Model Type Cooperative Script For State High School Students 9 City Jambi School Year 2019/2020. Class action research (PTK) was employed as the research method. Researchers collect data using both qualitative and quantitative methodologies. Qualitative data is gathered through examining observational and quantitative outcomes. Quantitative data is derived from the values of student test results that have been statistically descriptively examined. Class X MIPA 1 State High School 9 City Jambi, with a total of 36 pupils, is the research objective. The scientists used two cycles. Planning, action, observations, and reflection are all part of each cycle. Researchers have created some discoveries. The research data reveal that pupils' reading ability improves from pre-test to post-test. The average student score was 62.78, with a ratio of 73.06 on the first post-test and 79.03 on the second post-test. The presentation of students who exceeded the standard minimum of competence in the reading test increased from 61.12% to 94%. The percentage of students who did not exceed the

standard minimum of competence decreased from 38.88% to 2%. In other words, the Learning Model Cooperative Script can be utilized to help students improve their reading skills.

According to Wibowo & Harahap (2022), the impact of the Cooperative Script approach on English reading comprehension at SMA Al-Washliyah 3 Medan, the approach considerably increased students' comprehension. The study included 60 students separated into two groups in parallel classes: the experimental group taught using the Cooperative Script Method and the control group taught without it. The results demonstrated that the Cooperative Script Method had a substantial influence on students' reading comprehension, rejecting the null hypothesis and accepting the alternative. Furthermore, retelling and working memory tasks, as well as student motivation in reading, increased score development. According to Pertiwi (2017), the findings indicate that cooperative scripting could be an effective strategy for teaching reading to ESL students.

METHODS

In this study, the researcher used an experimental technique with a pre-experimental one-group pretest-posttest design. To assess the impact of employing Cooperative Script as a technique on improving students' reading comprehension, as stated in the study's title. According to Ary (2010), the objective of experiment study is to determine the effect of one variable on other variables. Furthermore, Ary et al. (2010) suggested comparing students' pretest and posttest test results to evaluate if the new teaching style had any effect on their score. The study uses a one-group pretest-posttest design. According to Ary et al. (2006), design experiment series design comprises periodic measurements of one group and the incorporation of an experimental treatment into these time series measurements.

The approach which is used by the researcher is quantitative approach. Quantitative approach is the presentation of data in form of numeric and to analysis the data is using statistic. According to Ary et al. (2010) claimed that quantitative research employed objective measures to collect numerical data that were utilized to analyze or test predetermined hypotheses. The researcher applied quantitative methods since they clearly demonstrated that they were employed to determine whether or not the research subject was affected by the treatment. As a result, the researcher utilized a quantitative approach to this study because statistical data were used to score and analyze the data, and the findings were then presented using numerical and statistical analysis. In this study, the researcher used a test as an instrument. When a person is tested using stimuli as part of an experiment in order to elicit a genuine response from them from which a score can be calculated (Ary et al., 2010). This means that the researcher's exam would produce numerical data of students reading comprehension scores. The test's pre-test and post-test portions are used. Creswell (2012) concurs. Instruments are tools used to measure, observe, or record quantitative and qualitative data. The device's application may be limited to measuring achievement, evaluating an individual's skills, observing behavior, developing a psychological profile of an individual, or interviewing a person. To collect valid data, researchers employed a test and a questionnaire as a research tool. To evaluate the test's validity, look at the material criterion of validity, the right to use words and language. The pre-test comprises of 20 multiple-choice questions on narrative material to measure the basic students' reading comprehension. The posttest, which consisted of 20 multiple-choice questions, was also administered to students following the treatment to see whether or not their reading comprehension had improved. Using these assessments, the researcher may assess students reading comprehension.

DATA COLLECTION PROCEDURES

Before using the Cooperative Script, the researcher conducted a pre-test to find out the student's score. The Cooperative Script was used to improve pupils' reading comprehension as follows:

1. **Pre-test**

Creswell (2008, p. 301) defines a pre-test as "a measure on some attribute or characteristics that assesses for participants in an experiment prior to receiving a treatment." Pretests are administered to students before to the researcher's cooperative script teaching. A pretest was required to determine their prior knowledge and basic competence. According to the researcher, the test consisted of 20 multiple-choice questions.

2. **Treatment**

The researcher organized two treatment appointments, and the treatment took place following the completion of the pre-test. The researcher employed narrative text as treatment material. The first meeting in X 4 was held in the second week of October 2022. The second treatment was performed in the third week of October 2022. The Cooperative Script technique was used by the researcher to teach reading comprehension of narrative text. The researcher began the teaching learning process in the first treatment by explaining the narrative text. First, the researchers greeted the students and separated them into groups. The text would then be discussed in the meeting after the researcher gave it. After then, the pupils were given the text, and they were requested to read it in pairs and summarize it. After the student finished summarizing, the teacher established the rules for who would be the first speaker and who would be the first listener. The speaker then read the primary concept of their synopsis, and the listener focused on the speaker. The roles of speaker and listener would be reversed. Finally, the summary was completed by the teacher and students. In the second appointment, researcher continued to address the text that was not handled in the first treatment. The researcher greeted everyone and began the teaching and learning process. The researcher separated the students into groups as the first treatment. After then, students were given the text, and they were requested to read it in pairs and summarize it. The guidelines for who had to talk first and who had to listen were established by the teacher. The speaker then read the primary concept of their synopsis, and the listener focused on the speaker. The roles of speaker and listener would be reversed. Finally, the summary was completed by the researcher and students. At the end of the therapy, researcher asked the students about the difficulty they had understanding this matter. The researcher and students reviewed the lesson that was taught in the meeting, and then ended the class by saying goodbye to each other.

3. **Post-test**

According to Creswell (2008), after receiving treatment, students in the experiment took a post-test to assess specific features or qualities. After the treatment, students took a post-test. The posttest test questions were converted into 20 multiple-choice questions. The test is conducted using narrative text. The posttest is designed to assess students' reading comprehension following treatment with the Cooperative Script technique.

DATA ANALYSIS

In this study, the students' reading posttest results were evaluated using the IBM SPSS V.23 application as the data analysis method. Depending on the program, a dependent sample T-test will be used to establish whether the Cooperative Script technique has any effects or affects, as well as the significance of any differences in before and post-test results. According to Ary (2010), the t-test, also known as the correlated, non-independent, or paired t test, must be employed for dependent samples. As a result, the t-test is critical for determining the size of the research sample.

FINDING AND DISCUSSION

Students' score before being taught by Cooperative Script

Before applying cooperative scripts, students' reading comprehension was assessed. The minimum standard of competence for learning English subjects is 75. So, if a student scores less than 75, they are considered to have failed the pre-test; but, if a student scores 75 or higher, they are proclaimed to have passed the pre-test.

Table 1. The frequency score of pre-test

No	Class limit	Class boundaries	Mid. point	Frequency	Percent
1	25 – 34	24,5 – 34,5	29.5	3	8.8%
2	35 – 44	34,5 – 44,5	39.5	3	8.8%
3	45 – 54	44,5 – 54,5	49.5	4	11.7%
4	55 – 64	54,5 – 64,5	59.5	6	17.6%
5	65 – 74	64,5 – 74,5	69.5	13	38.2%
6	75 – 84	74,5 – 84,5	79.5	3	8.8%
7	85 – 94	84,5 – 94,5	89.5	2	5.5%
8				34	100%

As seen in the table above, the majority of pupils fell short of the minimum competency criterion for learning completion. Based on these findings, the researcher concluded that students struggled to understand English literature. Many students struggle to determine the main idea or aim of a book, and due to a lack of vocabulary knowledge, many students struggle to determine antonyms or synonyms.

Students' score after being taught by Cooperative Script

The researcher examined the post-test findings of pupils who had been taught utilizing the Cooperative Script technique. The lowest score in the frequency table is 75, which corresponds to the minimal mastery learning standard score, and the maximum score is 90, which is reached by four pupils. The researcher found an increase in the number of students who were able to identify the main idea or aim of the text openly or implicitly, as well as students who could choose their preferred word, synonyms, or antonyms in the post-test text. The overall score on the post-test increased from 2000 to 2760, which was initially in the pre-test. Most of the children got a median score of 88 consisting of 13 students with a percentage of 11%. The highest grade presentation with a class limit of 90-92 achieved by students was 8.8% which consisted of 3 students. The children of all students are said to have passed the minimum standard score with a minimum score according to the minimum standard score.

Table 3. The frequency score of post-test

No	Class limit	Class boundaries	Mid. point	Frequency	Percent
1	75 – 77	74,5 – 77,5	75	3	8.8%
2	78 – 80	77,5 – 80,5	79	3	8.8%
3	81 – 83	80,5 – 83,5	82	4	11.7%
4	84 – 86	83,5 – 86,5	85	6	17.6%
5	87 – 89	86,5 – 89,5	88	13	38.2%
6	90 – 92	89,5 – 92,5	91	3	8.8%

Difference students' score of pre-test and post-test

The researcher illustrated in this section how far the difference in score between pre-test and post-test can help the researcher evaluate whether the Cooperative Script technique strategy had any effect. The following graph demonstrates the difference in scores between the pre-test and post-test:
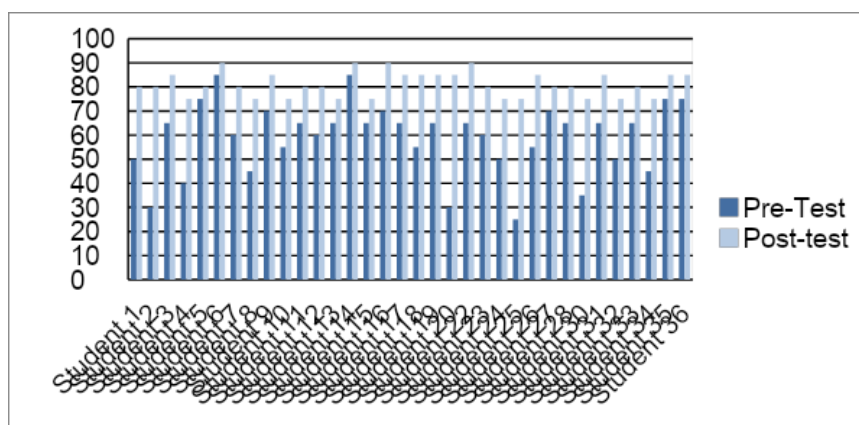

Figure 1. Difference students' score of pre-test and post-test

The graph above depicts a difference in score between the pre-test and post-test. Overall, the post-test scores of students are greater than the pre-test scores. Some students experienced a very significant increase compared to the pre-test scores before being given treatment by Cooperative Script. Thus, in the academic year 2022/2023, the Cooperative Script technique had an impact on teaching reading comprehension to tenth grade students at SMA Negeri 4 Kediri. The outcomes of the students' pre-test and post-test scores were also uncovered using SPSS version 23. SPSS calculations are used to provide the following data outputs: Paired Sample Statistic, Paired Sample Correlation, and Paired Sample Test.

DATA ANALYSIS

After knowing the pre-test and post-test results, the researcher examined the data. In this section, the researcher shows how to analyze process data, outcomes, and interpret pre-test and post-test scores of students' reading comprehension before and after they were taught using the Cooperative Script approach. Data analysis must be provided and explained in order to determine the study's findings.

Mean

Table 4. Paired samples statistics

		Mean	N	Std. deviation	Std. error mean
Pair 1	Pre-test	58.82	34	14.876	2.551
	Post-test	81.18	34	5.084	.872

Based on the paired sample statistics table above, it was determined that the mean score of pre-test is 58.82, with standard deviation 14.876. The mean post-test score is 81.18, with a standard deviation 5.084. Each test contains a total of 34 participants (N).

Correlation

Table 6. Paired samples correlations

		N	Correlation	Sig.
Pair 1	Pre-test & post-test	34	.570	.000

The correlation impact of the data before and after being taught the Cooperative Script technique is 570, with a significant 000, according to the Paired Sample Correlation table above.

T-Test

Table 7. Paired samples test

		Paired differences							Sig. (2-tailed)
		Mean	Std. deviation	Std. error mean	95% confidence interval of the difference		t	df	
					Lower	Upper			
Pair 1	Pre-test & Post-test	22.353	12.687	2.176	26.780	17.926	10.273	33	.000

According to the prior paired sampled test table, the mean difference between pre-test and post-test is 22.353 with a standard deviation error of 2,176. The t-score is -10,273, the degree of freedom is 33, and the two-tailed significance is 0.0000,005. It suggests that there is a link or influence between students' reading comprehension before and after adopting the Cooperative Script technique.

The researcher acquired data on the students' reading comprehension before and after being taught using Cooperative Script by evaluating and comparing data from SPSS version 23. The table shows the students' reading comprehension scores after using the Cooperative Script technique to teach them. The overall score on that indicator demonstrates this. Based on the hypothesis and data previously evaluated, the researchers found that the Cooperative Script has significance for the reading comprehension of first grade children at SMA Negeri 4 Kediri in the 2022/2023 academic year. This is supported by the results of the pre-test and post-test, which show that the post-test score is higher than the prior test result, with a value of 2760, although the total pre-test score is 2000. Because of this explanation, the learning outcome improves. Based on the Paired Sample Test, the results from Sig. (2-tailed) 0.0000.005 indicate that the treatment provided is successful in assisting pupils to improve their reading comprehension.

DISCUSSION

Based on the results of the data analysis conducted by the researcher, it can be concluded that students' reading comprehension before being taught using the Cooperative Script technique was low. Inversely, students' reading comprehension after being taught using the Cooperative Script technique increased, and there was a significant effect of the Cooperative Script technique method on students' reading comprehension. Students' reading comprehension scores improved after the Cooperative Script technique was applied. This can be demonstrated by increasing each indicator (social function, main idea, explicit information, implicit information, reference, synonym, antonym search, or determination). The percentages for each metric in the post-test are also higher than those in the pre-test. Besides, students are more confident in their English expression.

This result supports some previous research, such as the study by Ivantara, et.al. (2020) in which the problem raised in his research was: "What is the effect of using Cooperative Script on student's reading comprehension at Grade eleven of SMA Negeri 2 Pematangsiantar?". Experimental design was conducted to this research. The sample was divided into two groups. The differences from this research are the design of the research and the grade of the students. The result of this study showed that Cooperative Script significantly affected students' reading comprehension.

In line with theory by Gultom (2022), each student has a unique part during the debate thanks to the cooperative script technique. Here, the teacher's function is limited to that of a facilitator who guides the class in achieving its learning objectives. The exercises it includes and the cooperative script learning it involves considerably enhance students' capacity to put their information and skills into practice. In the findings of this study, researchers also found several similar aspects. The application of Cooperative Script is not only patent focused on reading comprehension, students can explore themselves better by collaborating with their friends in solving problems, and have the courage to express opinions and be able to accept other points of view or other people's opinions, think critically and have more confident.

This research also supports the theory of Widodo and Harapan (2022) which say that retelling and doing memory tasks, as well as students' motivation in reading, improve score development. Fun learning situations that are comfortable for students to develop their abilities also affect student learning motivation where students can become more active in the learning process. Then, this is also in line with the theory found by Pertiwi (2017) who argues that these findings indicate that cooperative writing can be an effective strategy for teaching reading to ESL students.

In addition, the limitations of this study are that experiments and Cooperative Script are only used in reading comprehension, and there is still ample room for further research to explore and apply Cooperative Script techniques to other language skills with other research methods or mixed methods. The Cooperative Script technique is suitable and recommended to be implemented at the high school level. This technique can also be an alternative technique for the teacher to vary the technique in teaching reading if the teacher wants to improve cooperation between students in reading comprehension. Additionally, because it can aid pupils in improving their reading comprehension, this practice also supports SLA theory.

CONCLUSION

Cooperative Script was employed in this study to teach reading comprehension. It was a pre-experimental study that included a pre-test, treatment, and post-test. The mean score of the posttest was greater than the mean score of the pretest, according to statistical analysis of the data using SPSS. The treatment proved effective in improving students reading comprehension in class. As a result, there was a substantial difference in reading comprehension achievement before and after utilizing Cooperative Script. The Paired Sample t-test result then revealed that the significance value is less than the significance level. As a result, the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ha) was rejected. It also suggests that there was a substantial difference in reading comprehension achievement before and after utilizing Cooperative Script. Based on the foregoing, the researcher concludes that Cooperative Script is effective in teaching reading comprehension at SMA Negeri 4 Kediri in the academic year 2022/2023.

The researcher conducted an experiment in which Cooperative Script was utilized as a teaching tool. Implications Theoretically, cooperative learning is an educational strategy in which teachers divide students into smaller groups so that they can collaborate to study academic content, Slavin (2006:259). According to the idea presented above, using the Cooperative Script technique can aid pupils' reading comprehension. This is due to the fact that when this strategy is employed in teaching, the pupils feel more confidence and find it simpler to understand the reading text. Furthermore, when

students encounter extended content or text after being taught utilizing this Cooperative Script technique, they will be more interested and less quickly bored. Thus, the results of this study show that there are differences in the results of pre-tests and post-tests conducted by the researcher, and students are proven to be able to improve their reading comprehension skills after being taught to use the Cooperative Script technique. Implications for practice, using Cooperative Script techniques in the reading comprehension process helps students improve their comprehension. This method consists of eight steps: group division, distribution of the text, asking students to read and summarize the text, defining the roles of listener and speaker, asking the speaker to read the summarizing result, switching the role of the student, concluding the summarizing of the text together, and closing. The Cooperative Script technique assists students in communicating with one another in order to deliver and improve their ideas, academic performance, tolerance of others, and time management skills, as well as assisting students in taking care of others while making them aware of their limitations.

Several ideas were also made by the researchers as material for consideration. English teachers must use solid tactics for teaching and learning English that are not only fascinating but also relevant to the subjects and demands of their students, such as Cooperative Scripts. This strategy will help students enhance their reading comprehension skills and read English correctly. Cooperative Script can be used by English teachers to improve reading comprehension since it is successful in overcoming students' difficulties in learning English. This can assist students improve their reading skills by reading a lot of English periodicals, newspapers, etc. The most important thing to do, especially when it comes to reading, is to practice. Reading exercise includes expanding vocabulary and becoming accustomed to reading a long text. As a result, it can help with text comprehension. The pupil must thus always pay attention to the teacher's explanation. For future studies, the researcher proposed employing the Cooperative Script Technique not only in learning reading but also in all types of English capabilities, and they are expected to undertake the study by providing more therapy. As a result, future researchers may improve their investigations with other skills and design.

FUNDING STATEMENT

REFERENCES
Bolukbas, F., Keskin, F., & Polat, M. (2011). The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language. *Turkish Online Journal of Educational Technology-TEJOT,* 10 (4), 330-335.

Brown, D. H. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.

Brown, H. D. 2004. *Languages Assessment: Principles and Classroom Practice*. San Fransisco State University.

Bull, V. (2008). *Oxford Learner's Pocket Dictionary*. Fourth Edition: Oxford University Press. Company.

Cohen, Elizabeth G., C.S. (2004). *Teaching Cooperative Learning*. New York: University New York, Albany.

Harmer, J. (2007). *How to Teach English.* Harlow: Pearson Longman.

Ivantara, E. P., Herman, & Manalu, D. B. (2020). The Effect Of Using Cooperative Script On Student's Reading Comprehension At Grade Eleventh Of SMA Negri 2 Pematangsiantar. *Acitya: Journal of Teaching & Education*, 2 (2).

Mikulecky, B. S. & Jeffries, L. (1996). *More Reading Power*. Addision Wesley Publishing.

Nurhafani. (2016). The Effect Of Cooperative Script Method Towards Students' Interest In Reading. *Journal of Languages and Language Teaching,* Vol. 4 No.2. page 84-90

Riska, A.A.D., Marahaeni,, N., Suputra. D. E. P. (2018). The Effect of Cooperative Script Technique on the Eight Grade Students' Reading Comprehension at SMP Negeri 3 Banjar in Academic Year 2017/2018. *E- Journal JPBI Universitas Pendidikan Ganesha Jurusan Pendidikan Bahasa Inggris*. https://doi.org/10.23887/jpbi.v5i2.13272.

Sata, M. R. M. (2016). Improving Students' Reading Comprehension Through Cooperative Script Technique Of First Grade At Smk Negeri 1 Tolitoli. *JME*, 4(5). 361–366.

Snow, C. 2002. *Reading for understanding: toward an R & D program in reading comprehension*. Santa Monica. Rand Corporation.

Sulastri, S. (2022). How A Student Develops Paragraphs : A Thematic Progression Analysis of Student Works on Short Story. *Journal Of Education And Teaching Learning (JETL)*, 4(2), 105–114. https://doi.org/10.51178/jetl.v4i2.558.

Supriadi, Resti Citra Dewi, F. H. R. (2021). Grammatical Errors on EFL Students' Conversation Practice: Surface Strategy Taxonomy. *Journal Of Education And Teaching Learning (JETL)*, 3(3), 10–17. https://doi.org/10.51178/jetl.v3i3.266.

Supriadi, Resti Citra Dewi, F. H. R. (2021). Grammatical Errors on EFL Students' Conversation Practice: Surface Strategy Taxonomy. Journal Of Education And Teaching Learning (JETL), 3(3), 10–17. https://doi.org/10.51178/jetl.v3i3.266

Suprijono, A. 2011. *Cooperative Learning: Teori&Aplikasi PAIKEM*. Yogyakarta: Pustaka Belajar.

Van Den Broek, P. (2010). Using Texts in Science Education: Cognitive Processes and Knowledge Representation. *Science*, *328*(5977), 453–456. https://doi.org/10.1126/science.1182594.

Wibowo, Y. (2022). The effectiveness of using cooperative script method on students' English reading comprehension at Grade X of SMA Al-Washliyah 3 Medan. *ALACRITY Journal of Education*, 68–77. https://doi.org/10.52121/alacrity.v2i2.82.

Woolley, G. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties*. https://journals.sfu.ca/cje/index.php/cje-rce/article/download/1768/1701.

Zheng, Y., Cheng, L., & Klinger, D. A. (2007). Do Test Formats in Reading Comprehension Affect Second-Language Students' Test Performance Differently?. *TESL Canada Journal*, *25*(1), 65–80. https://doi.org/10.18806/tesl.v25i1.108

Gultom, R.F. (2022). Upaya Peningkatan Reading Comprehension Materi Desciptive Text Melalui Model Pembelajaran Tipe Cooperative Script Bagi Siswa Sma Negeri 9 Kota Jambi. *PAEDAGOGY : Jurnal Ilmu Pendidikan dan Psikologi 16,* 2(1). e-ISSN : 2797-3344 P-ISSN : 2797-3336.

Rohmah, H. & Khotimah, K. (2020). Investigating the Ability Of Reading Comprehension Using Cooperative Script For Non-English Department. *ELT Worldwide 7(2).* p-ISSN 2203-3037; e-ISSN 2503-2291.