

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. It covers the definition reading, reading comprehension, narrative text, testing reading, cooperative script technique, and review of previous study.

A. Reading

1. Definition of Reading

There are various definitions of reading from educators, psychologist, linguist and sociologist. Reading According to Mc Donough and Christopher Shaw (2003) is one of the most important skills. Reading is the ability to draw meaning from the printed page and interpret the information appropriately (William Grabe and Fredricka L: 2002). “Reading is making meaning from print and from visual information. But, reading is not simple. Reading is an active process that requires a great deal of practice and skill. Based on the statement above, Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read the better they get at it. Reading is one of the main four skills that the students need to master in order to ensure success in learning. To learn the language, reading is very important that the student needs.

2. Aspect of reading

According to Dallmann et al (1982) defined 3 aspects of reading “aspects reading are word recognition, comprehension, and reflection”. The aspects are the teacher’s guidance to reach the goal of reading. The aspects of reading can more detailed explanation below:

1) Word Recognition

According to Dechant (1982) stated that “Word recognition is the perception and recollection of a previously identified word”. It certainly pertains to word identification which refers to the ability to develop a visual memory for a word not previously encountered or learned. The degree of excellence in reading is determined, to large extent, by the ability to recognize and pronounce words. The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

2) Comprehension

Comprehension is an absolute necessity in reading. Comprehension is the goal of reading. According to Dallmann et al (1982) states “The point of reading all stages of development must necessarily be much more than proficiency of word recognition, they do admit that somehow or other, sooner or later, the effective reader needs to have learned the code used in written communication so that he can translate the written symbol into

sound or meaningful language sequence. From the explanation above, the purpose of reading is not just read the text but also understand the meaning of the text and the reader can deliver the meaning of the text.

3. Types of reading

In this case there are types of reading; variety of performance is derived more the multiplicity of types of the texts than from the variety of Over types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of variants assessment tasks (Brown 2001: 89)

a. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the component of longer stretchers of discourse; letters, words, and punctuation.

b. Selective

This category is largely an artifact of assessment formats, in order to ascertain ones reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language , certain typical tasks are used; picture, cued task, matching, true-false, multiple choice, etc.

c. Interactive

Include among interactive reading types are stretch of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense interact with text.

d. Extensive

Extensive reading, applies to text of more than a page up to, and including professional articles, essays, technical reports, short stories and books.

4. Purpose of Reading

According to Grabe and Stoller (2002), there are many purposes for reading they are:

1. Reading to search for simple information is a common reading ability through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purposes.
2. Reading to skim quickly is combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.

3. Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
4. Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader's goal.
5. Reading for general comprehension is the process of understanding and constructing meaning from a piece of text connected text is any written material involving multiple words that forms coherent thoughts.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is a process that simultaneously extracts and builds meaning through interaction and involvement with written language (Snow 2002:11). Reading is an active process of thinking. Effective readers know that when they read, what they read should make sense. They monitor their understanding, and when they lose the meaning of what they read, they often unconsciously choose and use reading strategies (such as reading or asking question) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students learn subject-specific content through authentic reading assignment.

Meanwhile, according to Woolley (2011:15) stated that “reading comprehension is the process of making meaning from the text”. The process in reading comprehension is just not read the text but the reader must understand the meaning all of the content in the book.

On other hand, Miller claims that comprehensions not only understand the ideas conveyed by printed words, but more than that, these ideas must be meaningful to the reader and integrated with the concept itself. The process of comprehension also depends on the ideas that the reader bring to his reading, his experience, background reading, and learning. Furthermore, King (2007) argues that reading comprehension is a process, including word reading, word and word knowledge, and fluency.

Based on the statement above, reading comprehension is a complex process of understanding the message that the author is trying to convey from the printed word. The ideas of the text that have been constructed by the reader must be meaningful and integrated to the reader's concept. The process of comprehension depends on some things they are, the reader's idea, experiences, reading backgrounds, and leanings. To understand student's problem in reading, the teacher must know the various skills that are important for improving comprehension skills.

2. Types of reading comprehension

There are five types or levels of reading comprehension; lexical comprehension, literal comprehension, interpretative comprehension, applied comprehension and affective comprehension. Lexical comprehension is when the students understand key vocabulary in the texts. Literal comprehension is when the students can answer who, what, when and where questions. Interpretative comprehension is when the students can answer what if, why, and how questions. Applied comprehension is when the students can relate the story to existing knowledge or opinion. The last, the students have affective comprehension when they are understand social and emotional aspects of the text (Kinger (2007). The different levels of comprehension can be explained as follows:

1. Lexical Comprehension

To gain the students' lexical comprehension, the teachers need to make a preview vocabulary before reading the story or text. The teachers also need to make a review new vocabulary during and after reading the story or text. The example of lexical comprehension questions are:

- a. *What does 'enchanted' mean?*
- b. *What words are most like 'enchanted': magical or funny? Scary or special?*

2. Literal Comprehension

To gain the literal comprehension, the students need to look in to the text to find the answers written in the story. The teachers have to ask questions from the beginning, middle, and end of the story. The example of literal comprehension questions are:

- a) *Who was the girl who lost the glass slipper?*
- b) *What did Cinderella do in the ball with the prince?*

3. Interpretative Comprehension

In this level, the students need to understand facts that are not explicitly stated in the story. The illustrations may help them to infer the meaning. The example of the interpretative comprehension questions are:

- a) *How did the pumpkin turn into a carriage?*
- b) *What would have happened to Cinderella if she hadn't lost her slipper?*

4. Applied Comprehension

In this level, teachers cannot use simple questions that can be marked right or wrong by the students. They need to challenge students to support their answer with logic or reasons. The example of the applied comprehension question is: *Do you think that Cinderella was wrong for going to the ball after her stepmother told her she couldn't go?*

5. Affective Comprehension

In this level, teachers should make a preview of social scripts to ensure understanding of plot and character development. They also need to connect motive to plot and character development. The example of affective comprehension question is: *What do you do when you're disappointed because you cannot do something fun? Is that how Cinderella reacted?*

In this research, the levels of reading comprehensions which are meant by the researcher are the first and the second levels of comprehensions; lexical and literal comprehension. So, this research has a purpose to improve the students' reading comprehensions in their understanding of the key vocabulary in the text and its meaning. The other purpose is to know how far their understanding in answering who, what, when and where questions of the text. When the students are understand the meaning of the words in the text, then they can understand the content of the text, after that they can answer the questions of the text.

3. The Strategies for Reading Comprehension

The strategies used by the students must be different from one another. There are some strategies in reading comprehension:

- a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information. (Brown, 2000).

b. Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. This strategy can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners (Brown, 2000:308).

c. Skimming the text for main ideas

Skimming consist of quickly running one's eyes across whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000:308)

d. Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract

specific information without reading through the whole text. (Brown, 2000: 308).

e. Use semantic mapping or cluster

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. (Brown, 2000: p.308).

f. Guess

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings. The key to successful guessing is to make it reasonably accurate (Brown, 2000).

4. Teaching Reading in Senior High School

Teaching reading in senior high school is not easy for teacher since the teachers continue introduce English to the students. Even though in junior high school they are introduced to English vocabularies, not the skills. Teachers can teach the students to use the following strategies. When introducing the reading strategies, it is better to do side by side with the students. Practice these strategies out loud with the students at least two

weeks. After that, teachers can encourage the students to use these strategies on their own will so they can be their own reading coach.

Teaching material is one component of the succeed teaching learning process. Related to teaching reading, here are the used in teaching readings in senior high school.

a. Descriptive text

Descriptive text is a text that explains something. The purpose of this text is to describe a particular person, place or thing. There are two characteristics of descriptive text. First, descriptive text is written in the simple present tense. Then, the frequent use of epithets (word or phrase used to describe the characters and qualities of something or somebody). Descriptive text also often contains of adjectives.

There are two generic structures of descriptive text:

1. Identification: Identifies the Thing or object, or object that is going to be described
2. Description: describes the parts, qualities, and characteristics of the thing described

b. Narrative text

Narrative text is a type of text that tells story. The purpose of this Text is to present a view of the world that entertains or informs the reader or listener. Even, the narrative text can be educating. Means that there

must be a lesson or a moral that the writer want to convey from the passage to the writer. In other word, the purpose of narrative text is for entertaining, informing and educating. Narrative text includes any type of writing that relates a series of events. There are some examples of narrative text, such as fables, novels, short stories, poems, memoirs, biographies, and news stories. But in this study the writer limited the passage for fable and legend and text. In narrative text, there are three main parts:

1. Orientation, tells about the setting of the story, includes time place and characters.
2. Complication(s), tells the problem(s) in the story that must be solved by characters.
3. A sequences of events, where the characters are react to the complication.
4. Resolution, Which the characters solve the problem created in the complication.
5. Coda

Provides a comment or moral value based on what has been learned from the story (an optional step).

c. Recount text

Recount text is a text that tells about a past experience. There are three characteristics of recount texts. Firstly, recount text is written either in the first person or third person. Then, this kind of text is written in the past tense. Third, recount text uses connectives to do with time (when, the, after, before, at the same time, as soon as, etc.). There are three generic structures of recount text:

1. Orientation: tells the reader who was involved what happened, where the event took place, and when the event happened.
2. Sequence of events: The sequences of events are presented in a Chronological order.
3. Reorientation: this part summarizes the events.

C. Narrative text

1. Definition of Narrative text

A narrative is a text that tells a story and, in doing so, entertains the audience (Mark Anderson and Kathy Anderson: 1998). Narrative text is a story occurred in past time.

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertains the readers. It is written with certain characteristics and its language features.

2. Purpose of Narrative text

According to Gerot and Wignell (1994) there is some purpose of narrative text:

1. To amuse, entertain and to deal with actual or vicarious experience in different ways, narratives deal with problematic event which lead to a crisis or turning point of some kinds which in turn finds a resolution

3. Generic Structures and Language features

a. According to Oktaviani et al (2011:50) the generic structures of narrative text they are:

1. Orientation, tells about the setting of the story, includes time place and characters.
2. Complication(s), tells the problem(s) in the story that must be solved by characters.
3. A sequences of events, where the characters are react to the complication.
4. Resolution, Which the characters solve the problem created in the complication.
5. Coda

Provides a comment or moral value based on what has been learned from the story (an optional step).

b. Narrative text have several language features or language features as follows :

- Focus on specific and individualized participants
- Use of material process (action verb)
- Use of relational process and mental process (went, lived, slept)
- Use of past tense (went, lived, stayed, was, were)
- Use of temporal conjunctions?(finally, after that, then, when)
- Adverb of time (one day, one upon, long-long ago, thousand year ago)
- Use of temporal circumstance of places (in the castle, in the wood, in the forest, etc.

Table 2.1 Example of Narrative text about “Snow white”

Snow white	
Orientation	Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.
Complication	<p>One day, she heard her uncle and aunt talking about leaving Snow White in the castle because</p> <p>They both wanted to go to America and they didn't have enough money to take Snow White.</p> <p>Snow White did not want her uncle and aunt to do this, so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw this little cottage. She knocked, but no one answered, so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “What's your name?” Snow White answered, “My name is Snow White</p>
Resolution	The other dwarfs asked, “If you wish, you may live here with us.” Snow White said, “Oh, could I? Thank you!” Then Snow White told the dwarfs the whole story, and the seven dwarfs lived happily ever after

D. Testing Reading

There will be four skills that can be tested deal with language proficiency. If we deal with testing of reading then we may involve speaking and listening because when someone is tested in reading such as reading aloud then

s/he seems to speak and listen to some items that will be tested such as the intonation, stress, sounds, applying phonics, etc. Testing reading seems to be very easy at first glance but it would be very difficult when trying to conduct at various level and types of the tests. Hughes said (2003) that the basic problem is that receptive skills exercises (reading and listening) does not necessarily manifest itself directly in the overt behavior because when people write and speak, we can see and hear but when people read and listen, we often have nothing to observe. There are some considerations to be involved when doing the test of reading and those should be put into account such as what to test and assess types of test, how to test, and when to test.

Dealing with the operation or the preparation of the test, Hughes (2003) further suggests careful reading operation as follow:

1. Identifying pronominal reference.
2. Identifying discourse markers.
3. Interpreting complex sentences.
4. Interpreting topic sentences.
5. Outlining logical organization of a text.
6. Outlining the development of an argument.
7. Distinguishing general statements from examples.
8. Identifying explicitly stated main ideas.
9. Identifying implicitly stated main ideas.

10. Recognizing writer's intention.
11. Recognizing the attitudes and emotions of the writer.
12. Identifying addressee or audience for a text.
13. Identifying what kind of text is involved (e.g. editorial, diary, etc.)
14. Distinguishing fact from opinion.
15. Distinguishing hypothesis from fact.
16. Distinguishing fact from rumors or hearsay.

After making preparation, then a tester should be better to make some inferences such as the following:

1. Inferring the meaning of an unknown word from context.
2. Making propositional informational inferences, answering questions beginning with who, when, and what.
3. Making propositional explanatory inferences concerned with motivation, cause, consequence and enablement, answering questions beginning with why and how.
4. Making pragmatic inferences.

Notes: Propositional inferences are those which do not depend on information from outside the text.

Example: *Fernandez and Mukhlis Rahman are in class B.* Based on the sentence, we can infer that *Fernandes is Mukhlis Rahman's classmate* or vice versa. Pragmatic inferences are those where we have to combine information

from the text which knowledge from outside the text. Example: *It took me only thirty minutes by motorcycle to get from Bantimurung to Pettarani.*

We can infer that s/he rode very quickly because as we know *that Bantimurung and Pettarani* are not close by each other.

The last consideration is concerning the techniques. Hughes (2003) recommended that the techniques used should interfere as little as possible with the reading itself, and that they should not add a significantly difficult task on top of reading. The common techniques can be Multiple Choice, Short Answer, and Gap Filling, Information Transfer, Matching the Two Parts of Split Sentences, The Completion of Sentences-Summaries-Diagrams-Tables-Flow Charts- Notes, and Matching Paragraph Headings. All the things above should be considered in testing reading in order to postulate all characteristics that are significant to embed in and to find all domains the test of reading.

E. Cooperative Script Technique

1. Definition of Cooperative Script

Cooperative Script Technique is a technique of cooperative learning where students work in pairs and take turns verbally in summarizing the parts of the material studied. According Slavin (1995) says Cooperative learning refers

to instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content.

Cooperative is cooperation: acting or working together with a common purpose, willingness to be helpful or mutual assistance, while the script is writing a text of a play, speech, or a paper document. Method is a way of doing strategy in teaching that used by the teacher about subject matter at the higher cognitive (Bull, 2008).

Cooperative Script can define as when two people cooperatively, their expectation, role and prior knowledge to the information to be discussed can potentially affect retention. In addition, a cooperative experiences has the potential facilitate subsequent individual study (Dansereau CS in Idrus, 2014). Cooperative learning is effective in accelerating student achievement to focus on the conditions under which it is optimally effective (Weiner, 2003).

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). Dansereau CS in Slavin (1996) explains that cooperative script is one of method of learning, where students work in pairs and take turns verbally; the recalled summarizes the information while the listener corrects any errors.

Based on the statement above, cooperative learning is a method which attractive and become a world view, this method not only as a concept but also a technique to improve the interaction or cooperation students, many people who use this method, because the method cooperative learning is very varied, active, and create a joyful learning. Therefore the writer will use a cooperative method script. It's will make students to create a small group or in pairs. They will read the discourse text that teacher given and then students should make summary of the material. It responds it as listener and speaker to talk the subject. Its means one of them will be orally summarize and the other listen in correcting the summarize and help their partner if there is wrong in the summarize that they have made.

2. The Characteristics of Cooperative Script

As we know, cooperative script is a method of learning where Students work in pairs and take turns verbally explains the parts of the material in the study. According Sthal and Ismail explained characteristic such as:

- a. Learning with friends
- b. Face to face with friends
- c. Listening among members
- d. Learning own in a group of friends
- e. Learning in small group

- f. Productive speak or express opinion
- g. Students make decision
- h. Active students (Slavin 1994:175)

3. The Advantages and Disadvantages of Cooperative Script

According to Miftahul A'la (2011: 98) the advantages and disadvantages cooperative script are:

1. Advantages
 - a. Through cooperative learning strategies students are not too dependent on the teacher but it can add
 - b. Cooperative learning strategies to develop the ability of an idea or ideas with the word verbally and compare with other peoples idea
 - c. Helping children to care for others, and aware of the limitation Students and receive all the difference
 - d. Students more responsible in the learning a powerful effort in Developing academic achievement, developing tolerance for Others and develop skills to set time
 - e. Students can solve their own problem interaction that take place to increase student motivation and give stimulus to think

2. Disadvantages

Assessment in cooperative learning strategy is based on group work effort in developing a group consciousness requires a fairly long period of time. A number of studies on cooperative script has been consistently found that students who simply make a summary by itself or just read the lesson material, the more interesting students gain improved learning outcomes from activities for students directly participate in their own way of teaching friends of the students just as a listeners of the material conveyed by the teachers in the classroom.

4. Implementation Cooperative Script

According to Riyanto (2009:280), the implementation cooperative script is:

1. Planning

The researcher must prepare some planning like lesson plan, the facilities that is needed in the class and the instrument to record and analysis data about process and result.

2. Application

The application of this method includes:

1) Pre-activity

Pre-activity are the activities done by the teacher before teaching and learning process is started. These activities include:

a. Greeting

First meeting, the teacher says greeting to the student. Teachers build the student motivation in teaching and learning process.

b. Apperception

The teacher gives apperception to stimulate the students' prior knowledge by asking them some question related to the material.

2). Main activity

Main activity is the activities which conducted by the teacher during the teaching learning process. These activities are:

a. Preparing material

The researcher introduced the material to be explained and introduce the strategy or method of cooperative script to the students.

b. Action process of the material

In this stage, the teacher starts to begin the material which it is to be done. Based on the strategy, the teacher uses the cooperative script in teaching reading. The students are asked to practice the reading with some characteristics of people by using the procedures of cooperative script.

To implemented cooperative script method there are need some steps.

The examples of using cooperative script in teaching reading are:

- a. Teacher divides the students to pair up
- b. Teachers share the discourse/materials for each student to read and create summary
- c. Teachers and students who first set acted as a speaker and who will act as a listener
- d. Speaker read out the summary as complete as possible, by entering the main ideas in summary. While the audience listened to correct/show the main ideas that are less comprehensive and help to remember memorize the main ideas by connecting the previous material or with other material
- e. Exchanging roles, initially as a speaker exchanged into listeners and vice versa, and do as above
- f. The conclusion students some with teacher

3). Last activity

The teacher asks students to make reading material by using cooperative script in their home and then must be practiced in the next meeting.

4).Observation

In this point, the researcher as the teacher should observe some items; they observe the students cooperation, activeness, and self-confident to say something in front of the class.

5.)Evaluation

Evaluation conducted to determine the result of learning process.

In this evaluation the teacher gives evaluation in form presentation of role play preferment. Its evaluated doing by individual student that consider skills in perform their idea and scoring teaching and learning process.

5. The Steps of Cooperative Script Technique

According to Suprijono (2011) the steps of Cooperative script such as:

1. The teacher divides the students in pairs or in group.
2. The teacher distributes the texts to each the student.
3. The students read and make summary of the text in Pairs.
4. The teacher makes regulations who the first as the speakers and the second as the listener.
5. The speakers read completely the summary with the main idea. While the listeners listen to the speakers' presentation.
6. The teacher changes the role that the first pair as speakers is changed as listeners and who the first pair as listeners are changed as speakers.
7. The teacher and the students make conclusion of summary
8. Closing

D. Review of Previous Study

The previous studies about the effectiveness of using cooperative script technique in teaching reading have been conducted by several researchers. Now, the researcher summarizes some previous studies which can be the guidelines for researcher in conducting the new one, and the way this research is different from the previous studies.

The first previous study was conducted by Yeni Suci (2018) from IAIN SALATIGA. The design of this study was CAR (Classroom Action Research). She used classroom action research design to find out to improvement of student reading comprehension Of SMK N 1 Salatiga in academic year 2018/2019. This research was conducted in SMK N 1 Salatiga, Jl. Nakula Sadewa 1/3 Salatiga, 50772. Thirty one students of the twelfth grade of SMK N 1 Salatiga were instructed through Cooperative Script Technique to improve their reading. There were two cycles and every cycle include of 4 steps (planning, action, observation, and reflection). The result showed that the students' reading comprehension improve significantly. The T-calculation result shows that T-calculation of cycle I is 4, 81, and cycle II is 7, 48. The improvement of cycle I is 32, 27% and in cycle II is 48, 38%. This technique can help students to remember the information and main idea of the text. This technique can also help students in work team activity. Based on the results, the researcher recommends using Cooperative Script Technique in teaching reading.

The second previous study comes from Nurhafani (2016). The design of this study was pre experimental. This research was conducted in SMP Muhammadiyah Mataram. All of students in eighth grade at SMP Muhammadiyah Mataram were 17 students. All of eighth grade students used as sample. Students as samples treated by cooperative script. First, the students were given pre-test, after they were given post-test in form test and questionnaire. The result of students' interest showed that the mean score pre questionnaire was 63, 17 and the mean score of post-questionnaire was 77, 73. The standard deviation of pre-questionnaire was 125, 59 and the standard deviation of post-questionnaire 173, 88. Another result obtained through the analysis of the data was the value of t-test was 3,797 and t-table which was 2,120. It indicated that the value of t-test was higher than the value of t-table. Moreover r-count showed 0,634 and r-table was 0.482. It meant, r-count was higher than r-table 0,634 (>0.482). It concluded Cooperative Script had positive effect toward students' interest in reading comprehension and the data showed there was a correlation between interest and reading comprehension.

The third from Esti polaswati (2014) this study was used a Classroom Action Research. The research was conducted in two cycles to XI IPS – 1 grade of MAN 1 Surakarta from February to May 2015. In collecting the data, the researcher used observation, interview, field note, and test (pre – test and post – test). In analyzing the data, t – test formula was employed to calculate the mean

score of pre – test and post – test. In this study, the researcher applied cooperative script techniques to improve the students' reading skill. Cooperative script technique is learning method to make students work in pairs. Then the researcher collected the results of the students score and participation in learning reading of XI IPS - I class of MAN 1 Surakarta. Based on the results, the reading skill of the students of XI IPS - 1 class of MAN 1 Surakarta through cooperative script techniques has improved. The results of mean scores are pre – test (64.32), post – test 1 (73.08) and post – test 2 (83.52). Then the t-test value of cycle 1 is 7, 89 and t-test value of cycle 2 is 11, 92. Based on the finding can be concluded that the application of the cooperative script techniques can improve the students' reading skill of XI IPS – 1 Grade students in MAN 1 Surakarta.

Meanwhile, the researcher wants to conduct a study with the same technique that is cooperative script technique, but in this research the researcher has differences with the previous research. In this research the researcher used Quosai- experimental research study while I the previous study it used CAR and the second previous study used Pre-experimental research design. Then, the population of the study also different, the population is students of the first grade students of MA Hasanuddin Siraman while in previous study conducted at SMK N 1 Salatiga and SMP Muhammadiyah Mataram.