CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frame Work

1. The Nature of Reading

Reading is one of the four the language skills that must be mastered by the students. This skill needs attention, because reading needs good interactions with the text. In order to get the meaning of the text, Judi Moreilon (2007:10) said that reading is making meaning from visual information, it is an active process that requires a great deal of practice and skill. It means the learner must be able to comprehend what they read.

Furthermore, Reading is a communicative process. According to Brown (2003: 189), there are several types of reading performance typically identified, and these will serve as organizers of various assessment tasks as follows:

a. Perceptive, perceptive reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuations, and other graphemes symbols, bottom-up processing is implied.

b. Selective, this category is largely an artifact of assessment formats. In order to ascertain one's 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, the focus of an interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

d. Extensive, extensive reading applies to texts of more than a page up to and includes professional articles, essays technical reports, story, and books.

Based on the statement above, it is clear that reading is a subject and process for the students to get the information from the text. Reading is not easy work because many types to asses reading to make the students understand.

2. The Nature of Reading Comprehension

In addition, Reading comprehension is a process of understanding the text in order to get the purpose of reading and to get information from the text. Reading comprehension is also the process of making meaning from a text. According to Janette Klingner (2007:8) Reading Comprehension involves much more than readers' responses to the text, reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text.(Previous knowledge, strategy use) as well as variables related to the text itself (interest text, Understanding of the text types).

Furthermore, Reading comprehension means that the readers tried to generate an understanding to get the message of writer that is stated in

the text. Related to them, there are three levels of reading comprehension, According to Collage (2004: 2):

a. Literal Level (Read between the lines),

Here the learners attempt to got specific facts and data from the text, without need to understand the full meaning or see the of these date's and facts applied to other situations; however, they memorize the information.

b. Interpretive Level (Read between the lines),

The learners attempt to understand what the author means. It is presumed that they have already memorized certain facts at the literal level and now they are attempting to see the implications of the author's word between the lines.

c. Applied Level

Applied level or read beyond the lines: where the learners have already reached the previous two levels and they are attempting to raise their thinking to critical level, read between the lines, and examine the message from the author and attempts to apply that message to other settings.

In addition, all of the levels of reading comprehension are very important in reading comprehension based on the curriculum. If one of the levels of the reading comprehension above does not included in a reading, it would be the reading is not coherent each other. Thus, the students have to know all of the levels in order to make a good reading.

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In addition, Regarding Dorn and Carla Soffos (2005:14) there are two levels of thinking, and how each can shape comprehension:

a. Surface level

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the regency of the reading. The desire to think beyond the surface level requires motivation. A reader might possess the strategies to think deeper, yet lack the interest to do so. A steady diet of surface-level reading will inhibit the mind's potential for growth in knowledge.

b. Deep level

The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning. Discussing a book with others has a significant influence on one's depth of comprehension.

According to King and Stanley in Lisnawati (2009:23). There are components of reading; it can be understand by the students. There are:

a. Finding the factual Information

To obtain the factual information of the English reading text, a reader requires scanning for specific details of information in order to get make sense it. According to Sarwono (2013:32) Factual means truthful and based on fact. Any facts that are not relevant to the main point should be included in a summary.

b. Getting the main idea

According to Fiprinita (2013:32) Main idea of paragraph is what the author wants to know about the topic. Getting the main ideas of reading passages or textbook is very crucial. Because is concerned with meaning a greater extent.

c. Word Reference

Reference is a word or phrase to which pronoun refers to recognizing references and identifies the words or phrases to which they refers will help the reader to understand the reading passages or textbook. References are generally symbolized by possessive adjectives. (My, your, our, their, his, her, its) subject and object pronoun (I-me, you, we-us, they-them, he-him, she-her, it-it). According to Sarwono (2013:21) state that reference is relation between a word or phrase and the object or idea it refers to.

Furthermore, reference in English does not have meaning themselves, but they refer something else for their meaning.

d. Inference

Inference is an educated quest or prediction about something unknown based on available fact and information. It is logical connection that you draw between what you observe or know and what you not know.

e. Restatement (conclusion)

The last view questions of the reading comprehension are to ask the reader to recognize in which one of the four possibilities is best restated for the meaning of a given sentences.

Based on the statement above, the researcher concluded that to make the students good at reading comprehension; the students have to use knowledge, skills, strategies, and the components of reading. In this research, researcher formulate the indicators as a measure of students'comprehension based on the experts' opinion above. The indicators that could be formulated such as, finding the factual information, getting the main idea, word references, inferences and restatement (conclusion) to enable the students to understand what they read.

Furthermore, in order to be successful in reading, we need to know several factors related to efficient strategies in reading. According to Gillent (2009:1-2) in Sarwono and purwanto there are:

a. Understanding meaning: deducing the meaning of unfamiliar words, relations within the sentences implication and conceptual meaning.

b. Understanding relationship in the text.

c. Understanding important points. Example, fact from opinion, extracting salient matters to make summary.

d. Reading efficiently, for example Scanning to find specifically required information.

e. Note taking and acknowledgements.

Based on the explanation above, it is concluded that reading is a process to convey the message or information. By reading, the readers understand meaning and respond to their ideas to make summaries.

School Based Curriculum

State Senior High School 1 Lintau Buo Tanah Datar Regency is one of the Senior High Schools using School Based Curriculum (SBC). School Based Curriculum (SBC) is operational curriculum that is developed and implemented in each educational unit. School Based Curriculum consists of educational objectives, educational unit level, structure and content of education level curriculum, educational calendar and syllabus. (BSNP, 2006:3)

For English subject in Senior High School, School Based curriculum has the scope as follows:

a. The ability of discourse, namely the ability to comprehend and / or produce spoken text and / or write are realized in the four skills

language, namely listening, speaking, reading and writing integrated to achieve informational level.

b. The ability to comprehend and produce a variety of functional text short and monologue and procedure in the form of essays, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Gradations of teaching materials appear in use of vocabulary, grammar, and rhetorical steps.

c. Supporting competency such as the linguistic competence (using grammar and vocabulary, sound system, Grammar), sociocultural competence (using expression and acts as acceptable language in various contexts communication), strategic competence (solving problems that arise in the process communication with various ways to sustain communication), and forming discourse competence (using a forming tool discourse). (BSNP, 2006:308)

3. **The Nature of Descriptive Text**

In addition, Descriptive text is a text which presents information about something specifically. According to Mursyid (1994:4) Descriptive should give the reader illusion that he or she is actually seeing the object or place. Descriptive is also described ideas and examples focused on particular subject. The reader should know the generic structure and language feature of the text.

They are stated as in the following points:

a. Generic structure

1) Identification

It is identifying the phenomenon to be described. It can be general description of the subject. Usually it contains object such us; name, kinds the object, etc. Identification is about particular person or thing or place.

2) Description

It is describing the phenomena in part, qualities, or characteristic. Specific information is describing physical appearance, quality, behavior, etc. something that will be detail, the readers can get clear description of the subject.

b. Language Feature

1) Attribute and identifying process.

Used attribute verb, example: be (am, is, are).

2) Adjective and classifier in nominal group.

Make the reader imagine the situation have to add adjective. The use adjectives, ex: long, funny, love enjoy.

3) Simple present tense

used simple present tense. On pattern: S+ V1

Example of descriptive text:

Title	Safari Park
Word references → **Identification**	Safari Park or Taman Safari is a quite unique zoo. *It* lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor about two kilometers from Puncak.
Description *Adjective* → *Attribute* → *Simple Present tense* →	This zoo reminds us of the similar park in Kenya, Africa. Although it is not as *large* as the one in Kenya, we can still *enjoy* the park which is about one hundred hectares. In conventional zoos, the animals *are* in cages, but not in the Safari Park; they wander freely. Visitors *are* in buses or cars. They *are* not allowed to *get* off the cars or buses. Visitors who don't have cars can use the touring buses available at the park.

4. The Nature of Cooperative Script Strategy

Cooperative Script Strategy is one of the types of cooperative learning strategies. According to Slavin (2016: 4) Cooperative learning refers to a variety of teaching when the students work in small pairs for mutual helping each other in studing lessons of material. In class cooperative, the students help each other, expostulate and argumentation for grindace of knowledge, the students knows and close discrepancy.

Cooperative learning is one strategy that involves students to work together in pairs or groups and they share information. Based on the statement above, we can conclude that the cooperative learning is a Strategy of teaching and learning process where the students work together and sit in pair to solve the problem of the materials given by the teacher.

Based on the statement of Ibrahim qtd in Hidayah (2012:5) 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 Strategy it can be applied in descriptive text.

According to Najib (2012:4) cooperative script is a strategy of learning where students work in pairs and take turn verbally explains the parts of the material in the study. There are characteristic of cooperative script such as:

1. Learning with friends
2. Face to face with friends
3. Learning in small group
4. Express opinion
5. Students made decisions
6. Active students
7. Sharing
8. Leadership
9. Responsibility
10. Togetherness

Cooperative script to make the students develop the ideas with the word verbally and compare with other peoples' idea. Then, helping

students to care for the others, and awareness of the limitation students and receive all the differences idea.

Accoding to slavin (2016:92-93) there are strategies or learning effective can be applied to cooperative group appropriate as follows:

1. Explanation in details (learning with friends)
2. Motivation
3. Extension and cognitive
4. practice with friends
5. Justification and correction with friends.

According to Hidayah (2014:3) The instruction to be learned in descriptive through cooperative script is the students make a group that consists two students in group, teacher give pieces of text from one text divide into two parts, students read and comprehend the text, students identify generic structure and language feature, each students make summarize include the generic structure and language feature, students take roles as speaker and listener. The students decide who first serve as a speaker and who as a listener, as speaker: read the summary as complete as possible in include generic structure and language feature, as listener: correcting, and help remember about a summary in text, students change role.

In conclusion, Cooperative Script is one of the cooperative learning strategies. it had better use the cooperative script strategy to the students studied with friends. Sharing the ideas each other. Sit in pairs improve students reading comprehension in descriptive text.

5. Advantages of Cooperative Script Strategy

The advantages of cooperative script strategy in reading descriptive text According to hidayah et al (2014:4) there are:

a. To make the students active.

b. To make the students can interact and care with the other.

c. To help the student can understand the new material.

d. To make students friendly.

In addition, Cooperative Script Strategy made the students able to be active in the classes because the students can shared the idea got from the text to the other friends. Also the students are easy to understand the materials in reading descriptive text. The process involves the reader, the text, and interaction between the reader and the text.

Moreover, in Cooperative script strategy the students work together and sit in pair to solve the problem of the materials given by the teacher to make the students easy.

Based on the explanation above, it can be summarized, the Cooperative script strategy helps the students' reading comprehension in descriptive text, because cooperative script make the students have the prior knowledge about the topic of descriptive text.

6. Disadvantages of Cooperative Script Strategy

According to Najib (2012:1) there are disadvantages of cooperative script strategy in reading:

a. Assessment in cooperative learning strategy is based on group work.

b. Effort in developing a group consciousness requires a fairly long period of time.

A number of studies on cooperative script have been consistently found that students who simply make a summary by themself or just read the lesson material, and students improve learning outcomes from activities in which directly participate in their own way of teaching friends as listeners of the material conveyed by teachers in the classroom.

B. Relevant Research

1. This research was conducted by Sri Wulandari entitled "Improving Students' Reading Comprehension in Descriptive Text Through Cooperative Script Method At The Eighth Grade of SMP PGRI Slahung Ponorogo In 2011/2012 Academic Year. The objectives of the research were to know whether Cooperative Script Method could improve students' Reading Comprehension, and to describe the class situation when Cooperative Script was applied in the Teaching English. The researcher did at SMP PGRI Slahung Ponorogo starting on February 29th to March 10th, 2012. The subject of this research was the second year students of the eighth grade that consisted of 20 students. The researcher used three research instruments; they were test, questionnaire, and observation checklist. By using action research methodology, the researcher applied the method for students of class of the eighth grade. The research was

done in two cycles. The result of test in cycle 1 got average score 63.75. The score did not reach the average score yet. But, after the researcher made improvements in cycle 2, the score was increased to become 76.24. The result of observation sheet showed that the students were active in teaching and learning process. The data of questionnaire showed that the students were interested in reading descriptive text by using cooperative script.

2. This research was conducted by Tusino entitled The Effectiveness of Cooperative Script To Enhance The Students' Speaking Skill at English Education department of Muhammadiyah University of Purworejo. The objectives of the research were to know whether Cooperative Script could improve students' Teaching English, and to describe the class situation when Cooperative Script was applied in the Teaching English. The researcher took two classes as the subject of the research. As the experimental class, the researcher took class IIB. This class is going to be taught by using cooperative script. Then as the control class, the researchers take class IID. The researchers were going to teach by using drilling method. The researchers used a test to gather the data. Descriptive statistics and inferential statistics were employed to analyze the data. There was an improvement 7.73 points from 67.07 to 74.80, and second, the result of calculation illustrates that obtained > ttable (2.144 > 2.002).

C. The Operational Concept

Operational concept is a concept as a guidances that is used to avoid misunderstanding used scientifically in this research. Syafi'i (2014:103) said that operational concepts are derived to relate theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper. This research is experimental research which focuses on the effect of using Cooperative Script strategy on students' Reading Comprehension in Descriptive text. Therefore in analyzing the problem in this research, there are two variables used, they are (1) the effect of using Cooperative Script strategy as X variable or independent variable and (2) Students' Reading Comprehension in Descriptive text as Y variable or dependent variable. The Indicator X or Independent Variable (Cooperative Script Strategy) are as follows:

1. Teacher asks the students to make a group that consists of two students in group.

2. Teacher gives pieces of text from one text divided into two parts; students read and comprehend the text.

3. Teacher asks the students to identify generic structure and language feature, each student makes summarize that includes the generic structure and language feature.

4. Teacher asks the students to take roles as speaker and listener. The students decide who first serve as a speaker and as a listener, as speaker: read the summary as complete as possible in include generic structure and

language feature, as listener: correcting, and helping remember about a summary in text.

5. Teacher asks students to change role.

6. Teacher and students made summary together.

7. Closing.

Based on the theory, the Indicator Y or dependent variables is the students' reading comprehension in reading descriptive text as follows:

1. Students are able to find the factual information in reading descriptive text.

2. Students are able to find the main idea in reading descriptive text.

3. Students are able to identify the word references in reading descriptive text.

4. Students are able to inference when reading descriptive text.

5. Students are able to restate when reading descriptive text.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as the temporary answer to the problem, the researcher would like to present the assumption. This research is based on the assumption that students get better result on reading comprehension if this strategy can be applied better in teaching and learning process.

2. **Hypothesis**

H_{o1}: There is no any significant difference on students' reading comprehension in descriptive text between students who are taught by using Cooperative script strategy and those who are not taught by using Cooperative script strategy of the tenth grade at State Senior High School 1 Lintau Buo Tanah Datar Regency.

H_{a1}: There is a significant difference on students' reading comprehension in descriptive text between students who are taught by using Cooperative script strategy and those who are not taught by using Cooperative script strategy of the tenth grade at State Senior High School 1 Lintau Buo Tanah Datar Regency.

H_{o2}: There is no any significant effect of using Cooperative script strategy on students' reading comprehension in descriptive text of the tenth grade at State Junior High School 1 Lintau Buo Tanah Datar Regency.

H_{a2}: There is a significant effect of using Cooperative script strategy on students' reading comprehension in descriptive text of the tenth grade at State Junior High School 1 Lintau Buo Tanah Datar Regency.