THE INFLUENCE OF COOPERATIVE SCRIPT METHOD ON THE ABILITY OF SUMMARY OF EXPLANATION TEXT

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Abstract : The purpose of this study was to analyze the differences in students' ability to write Explanatory Text The population in this study was class IX students of SMP Muhammadiyah 1 Tangerang City. Based on the results of the study, it can be concluded that the cooperative script method can streamline the learning outcomes of summarizing students' explanatory texts, it can be seen from the increased experimental class posttest. From the results of the t test, it shows that there is a difference between the results of the experimental class and the results of the control class. Based on the results of the posttest analysis using the t-test, it was found that tcount = 2.49 t table = 0.02 at a significant level. From the results of the pretest calculation, it is obtained that tcount = -5.10 ttable = 0.02, it can be concluded that Ho is rejected and H1 is accepted, it means that there is a significant difference in the class of students who learn to summarize explanatory texts that do not use the method and classes that learn to summarize explanatory texts that use the cooperative script method which get active. From the results of the post-test, it can be concluded that learning explanatory text using the cooperative script method further increases the success in summarizing the text. when learning to summarize explanatory texts, the experimental class students were more enthusiastic than those in the control class. Students easily think about what is found in the text and interact with each other. From the results of the post-test, it can be concluded that explanatory text learning by using the cooperative script method further increases the success in summarizing the text.

Keywords: *Cooperative Script Method; Text Writing Ability*

INTRODUCTION

Education is the main factor that has an important influence on the development of the younger generation as the nation's successors, and education is an effort to prepare students who can play a role in the future society, both as individuals and as citizens of the community, this can be done through the provision of guidance, training and teaching. . Education is also a need for every citizen who always craves for improving the quality of human

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resources as a key element in the development of the country.

Text is one of the education in Indonesian language and literature subjects. In the learning materials taught at the junior high school level, namely reading the text in a quick count, summarizing the text in the right sentence. Teaching about texts in schools has two benefits, namely helping reading skills, increasing broad knowledge, and developing the right thinking power.

The text provides four language skills to be honed, such as reading skills, namely reading texts, writing skills, namely writing texts, speaking skills, namely having dialogue with opponents, and listening skills, namely listening to what the text reads. One of the important things in learning text is summarizing the text that is read. Thus, the text is not limited to reading but must be understood, or look for the values contained therein, and to be lived through the skills of summarizing the texts that have been read by students, among others, can broaden students' cultural insight and develop imagination, and develop writing.

Therefore, learning explanatory texts in schools should not be treated as writing only whose function is only as reading material, but must provide expressive experiences to students by providing the right method in learning explanatory texts. The main purpose in studying the explanatory test is to understand how a test should be played as well as possible in a lesson. In order for text learning in schools to be successful, a means is needed to make it happen, namely by using the right method in the learning. Without a proper method. It could be that learning explanatory texts becomes less interesting. Because the method that supports a text can be studied actively by students.

In text learning in schools, so far there are known strategies for delivering text material used by teachers in class, the method usually used by teachers is the use of script study techniques, not practicing directly. Until now, teachers feel less successful in teaching by reading texts and asking students to summarize them. . Students still feel awkward, do not understand, lack confidence, and lack the courage to show their own opinions.

Educators in schools as responsible for learning in institutions, schools must make teaching breakthroughs to solve the learning problems of their students, after that educators provide learning techniques to students about how to learn well, and can create a pleasant learning atmosphere and fun for students, educators are expected to be able to use appropriate learning methods, thus it is necessary for educators to make improvements in the teaching and learning process so that teaching and education achieve the right targets as desired.

According to Budiman (2012: 53) text is a set of signs that are transmitted from a sender to a recipient through a certain medium and with certain codes. The recipient who receives these signs as text immediately tries to interpret them based on the appropriate codes and is available. In an effort to approach literary ulterance as a text, we can treat the utterance as something open to interpretation, even though it is still associated with certain geeric norms. Meanwhile, the text is sometimes deliberately contradicted by the work. In this case, a work is considered contrary to its characteristics which simplify an entity, are closed, and self-sufficient. However, this distinction between text and characters is not something rigid.

According to Nuh (2013: 234), the explanatory text is structured with parts that show general statements (opening), a series of explanations (contents), and interpretations, closings, interpretations (not necessary). The general statement section contains brief information. about what was said. The explanatory row section contains a sequence of descriptions or explanations of the events that occurred. Meanwhile, the interpretation section contains the author's brief opinion about the events that occurred. This section is the closing of the explanatory text which may or may not be present.

Explanatory text is a text that explains the process of occurrence or the formation of natural or social phenomena. In the explanatory text, an event

arises because there was another event before and that event resulted in another event after it.

According to Agus Suprijono (2013:126) Cooperative Cooperative Script is a learning method in which students work in pairs and orally summarize, the parts of the material being studied. But according to Ngalimun (2012: 17) Make groups in pairs at the same table, share the discourse on teaching materials, students study the discourse and make summaries, present the results of the discussion by one person and the other respond, exchange roles, conclude, evaluate and reflect.So, according to the experts above, the Cooperative Script learning model is a learning model in which students are directly involved in explaining the subject matter where groups in this learning are formed in pairs and each student has a role in summarizing the subject matter given by the teacher.

METHOD

In this study, researchers usedIn addition, this research method is also widely chosen because this research is the most productive. The experimental method used by researchers in this study is a quasi-experimental research design (quasi-experimental design). According to Sugiyono (2013: 77), "Quasi experimental design is a design that has a control group, but cannot function fully to control external variables that affect the implementation of experiments". A quasi-experimental design can be used to overcome difficulties in determining the control group in the study.

Sulaeman (2019: 45) In a quasi-experimental design, the research carried out continued to use the control class and the experimental class as a comparison. The experimental class was treated in the form of a cooperative script method in the explanatory text writing lesson, while the control class was given the same material but using conventional learning methods. The design used in this study is the Nonequivalent Control Group Design, this design is almost the same as the pretest-posttest control group design, except that in this design the experimental group and control group are not chosen randomly.

RESULT AND DISCUSSION

1. Distribution Table and Graph of Experimental Class Pretest Data

The results of the calculation of pretest research data for the experimental class of SMP Muhammadiyah 1 Tangerang City can be obtained from 1 to 40 students, the lowest score of 18.75 is rounded up to 19 and the highest score of 100. Based on the frequency distribution table, it can be seen that the highest score in the experimental class is the interval 31–42 that is as much as 35.00%. And obtained the average value lies in the interval 55-66 which is as much as 22.00%. The frequency distribution table is as follows.
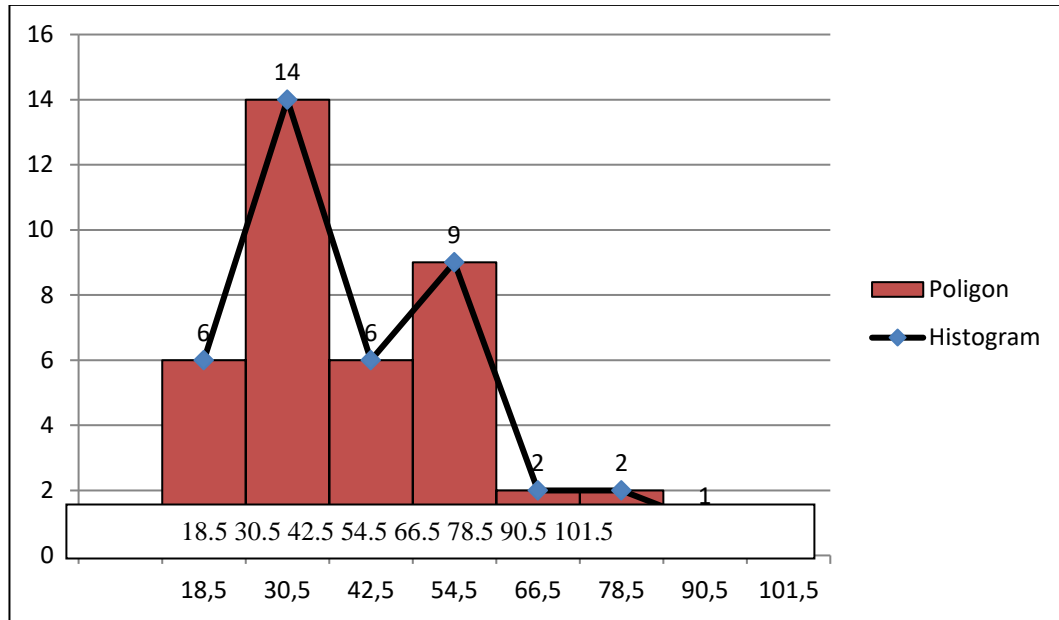
Table 4.1
Frequency Distribution of Experiment Class Pretest

| Class	Absolute frequency	Relative Frequency
19 - 30	6	15,00%
31 – 42	14	35.00%
43 - 54	6	15,00%
55 – 66	9	22.00%
67 – 78	2	5.00%
79 – 90	2	5.00%
91 - 102	1	2.50%
Total	40	100%

Based on the distribution and frequency table above, a histogram can be made which is presented in Figure 4.2

Table 4.2
Histogram Image
Experiment Class Pretest

From polygon and histogram images are generated from the frequency distribution table, it can be concluded that student results are still low, from 40 students, only 14 students get an average score of 30.5.

Table 4.3
Ogive Image
Experiment Class Pretest
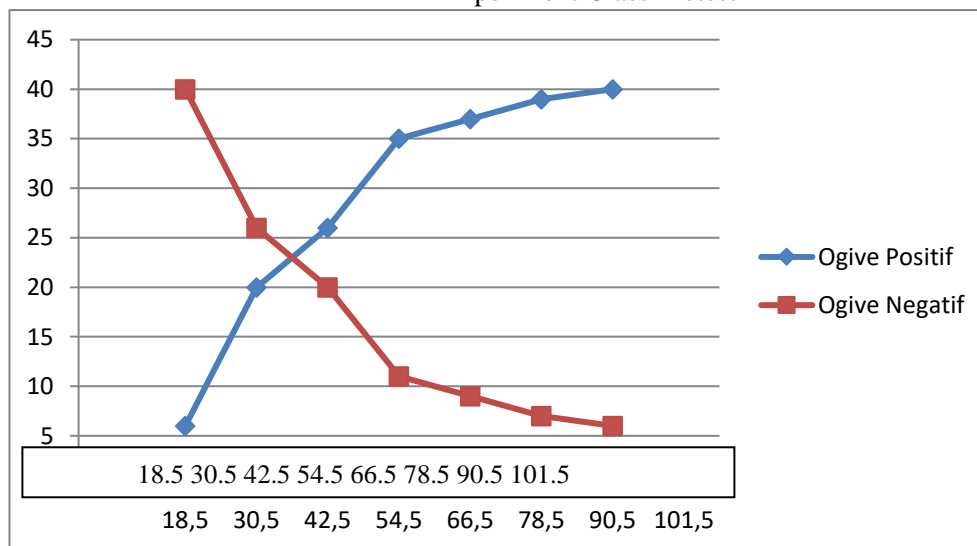
From the ogive picture above, it can be concluded that the results of 40 students who got an average score of 30.5 were only 14 students and those who did not get an average score of 30.5 were 26 students. Based on statistical calculations, obtained several values for the concentration and distribution of data from the pretest, namely the mean, median, mode, and standard deviation, these values are presented in table 4.2.

Table 4.4

Measures of concentration and distribution of experimental class pretest data

Experiment class	Mark
Highest score	100
Lowest score	19
Average	47.6
mode	36.5
median	48.5
Standard deviation	18,104

From the table above, it can be concluded that several values of the highest score and the lowest score are from the calculation of the frequency distribution table, the calculation of the mode and median results from the cumulative frequency distribution of the value from the lowest and the value from the highest, and getting the average value from the calculation of the normality test (f.xi : frequency), the standard deviation of the normality test calculation from the sum of f.(xi-x)2.

Testing Data Analysis Requirements

1. Normality test

Test Chi square normality is carried out with experimental data and control data. Tests are carried out to find out whether the sample is normally distributed or at a balanced point. The test criteria are said to be normally distributed if X2count<X2table otherwise X2countX2table then the data is not normally distributed. $\geq$

a. Normality Test Pretest Experiment Class

Based on the pretest value of the experimental class obtained X2count = 10,737 and X2table = 12,592 at a significant level = 0,5 for the number of classes (n = 40), so X2count (10,737) <X2table (12,592), thus it can be concluded that the data are normally distributed .

b. Normality Test Pretest Control Class

Based on the pretest control value, it was obtained that X2count = 4,341 and X2table = 12,592 at a significant level = 0,5 for the number of classes (n = 40), so X2count (4,341) <X2table (12,592), thus it can be concluded that the data are normally distributed.

Table 4.5
Chi Square Normality Test Calculation Results Pretest

No	Data	Value X2count	Mark X2table	Description
1	Experimental Class Pretest Score	10,737	12,592	Sample data comes from a normally distributed population
2	Control Class Pretest Score	4,341	12,592	

c. Experimental Class Posttest Normality Test

Based on the posttest value of the experimental class, it was obtained that X2count = 3.492 and X2table = 12,592 at a significant level = 0.5 for the number of classes (n = 40), so X2count (3,492) <X2table (12,592), thus it can be concluded that the data are normally distributed .

d. Posttest Normality Test for Control Class

Based on the post-test scores for the control class, X2count = 5.347 and X2table = 12,592 at a significant level = 0.5 for the number of classes (n = 40), so X2count (5.347) <X2table (12.592), thus it can be concluded that the data are normally distributed .

Table 4.6
Posttest Chi Square Normality Test Calculation Results

No	Data	Value X2count	Mark X2table	Description
1	Experiment Class Posttest Score	3,492	12,592	Sample data comes from a normally distributed population
2	Control Class Posttest Grade	5,347	12,592	

2. Homogeneity Test

Testhomogeneity was carried out using the homogeneity test, namely the equation of two variants between the experimental class and the control class. Homogeneity test was carried out to determine whether there was an equation of class variance, so it could be said that the group came from the same population (homogeneous). The test criterion is the population variance between the two same classes if Fcount <Ftable with a significance level of = 0.05.

Based on the calculation of the experimental class pretest and control class pretest, Fcount = 0.784 and Ftable = 1.69 so that 0.784 < 1.69 (Fcount <Ftable). Thus it can be concluded that the results of the experimental class pretest and control class pretest are homogeneous.

Based on the calculation results of the experimental class posttest and control class posttest, it is obtained that Fcount = 1.596 and Ftable = 1.69, so1,596<1.69 (Fcount<Ftable). Thus, it can be concluded that the results of the experimental class posttest and control class posttest scores are homogeneous.

ResultsTesting the homogeneity of data writing explanatory text between the experimental class and the control class can be seen in the table below

Table 4.7
Homogeneity Test

Data	*Fcount*	*Ftable*	Conclusion
Pretest	0.784	1.69	The sample data comes from a homogeneous population
Potes	1,596	1.69	

A. Hypothesis test

Hypothesis testing is done using the t-test formula because the sample comes from a homogeneous population and is normally distributed, so to perform the t-test using the pooled variance modelt-test formula. Hypothesis test criteria if tcount < t table then Ho is rejected, and t count t table then H1 is accepted.$\geq$

Based on the results of the pretest analysis using the pooled variance t-test model, it was found that tcount = (-5.10) and ttable (0.02) at a significant level = 0.5. From the results of these calculations, it is obtained that tcount(-5,10) < ttable(0.02), it can be concluded that Ho is rejected, meaning that there is no difference in writing explanatory text between the experimental class pretest students and the control class pretest students.

Based on the results of the pretest analysis using the pooled variance t-test model, it was found that tcount = (2.49) and ttable (0.02) at a significant level = 0.5. From the results of these calculations, it is obtained that tcount(2.49) ttable(0.02), it can be concluded that H1 is accepted, meaning that there is a difference in the explanatory text using the cooperative script method between experimental class students and control class students,

ResultsHypothesis testing using t-test can be seen in the following table:

Table 4.8 T-Test Results

Data	t value	T table value	Description
Pretest	-5,10	0.02	t count < t table there is no difference in writing explanatory text of experimental class students and control class students.
Postes	2.49	0.02	t arithmetic table there are differences in writing explanatory text using the cooperative script method in the experimental class and control class students.$\geq$

Based on the test results, it can be concluded that the pretest Ho was rejected stating that there was no difference in writing the explanatory text of the experimental class pretest and pretest control class students. While HI is accepted, it can be concluded that there are differences in writing explanatory

texts who receive learning using the cooperative script method in the experimental class and control class students.

B. Research Discussion

1. Pretest experimental class and pretest control class

Based on the results of the pretest analysis and hypothesis testing, the results of t count (-5.10) < t table (0.02) indicate that there is no difference between experimental class students and control class students. This is influenced because the teacher only uses explanatory text learning without using direct practice using methods so that students are less successful in writing explanatory texts.

2. Experiment class posttest and control class posttest

Based on the results of posttest analysis and after testing the hypothesis, it shows the results of tcount (2.49)≥ttable (0.02). This shows that there are differences in writing explanatory texts that do not use the method and writing explanatory texts that use the cooperative script method. From the test results above, it is found that the effect of writing an explanatory text using the cooperative script method is higher than writing an explanatory text not using the method. So it can be concluded that there is an influence of the Cooprative script method in writing expansion text.

The learning carried out in the experimental class using the cooperative script method makes it effective in learning to write explanatory texts. This can be seen from the success in the practice of writing explanatory texts on average 67 – 78 which is as much as 20.00%. Assessment is known by the practice of writing explanatory texts that demonstrate skilled writing and brain mapping. This proves the students' interest in writing explanatory texts using the method, namely using the method *Cooperative script*. At each meeting, experimental students were given examples of how to write actively and showed maximum results using the method.

In contrast to the control class students, learning to write explanatory texts did not use methods, during the learning process each meeting the role of the teacher was only to convey material and not use methods for explanatory texts from beginning to end. Meanwhile, students only listen and how to write explanatory texts only give students boredom and do not develop interest in learning texts.

Thus, the results of this study indicate that there are differences in learning to write explanatory texts using the cooperative script method by writing explanatory texts that do not use methods.

CONCLUSION
Based on the results of the study, it can be concluded that the cooperative script method can streamline the learning outcomes of summarizing students' explanatory texts, it can be seen from the increased experimental class posttest. From the results of the t test, it shows that there is a difference between the results of the experimental class and the results of the control class. Based on the results of the posttest analysis using the t-test, it was found that tcount = 2.49 t table = 0.02 at a significant level. From the results of the pretest calculation, it is obtained that tcount = -5.10 ttable = 0.02, it can be concluded that Ho is rejected and H1 is accepted, meaning that there is a significant difference in the class of students who learn to summarize explanatory texts that do not use methods and classes that learn to summarize explanatory texts that use cooperative script method that gets active. Not only posttest results, when learning to summarize explanatory texts, the experimental class students were more enthusiastic than those in the control class. Students easily think about what is found in the text and interact with each other. From the results of the post-test, it can be concluded that learning explanatory text using the cooperative script method further increases the success in summarizing the text.

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