

EMPLOYING COOPERATIVE SCRIPT METHOD IN TEACHING ENGLISH: CHALLENGES AND COPING STRATEGIES

Rahma Arum Wijayanti; Susiati, M.Ed
Pendidikan Bahasa Inggris,
Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Surakarta

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan metode kooperatif skrip dalam pengajaran bahasa Inggris di SMP Negeri 1 Juwiring dan tantangan yang ditemukan di dalamnya, serta mendeskripsikan strategi dalam mengatasi tantangan tersebut. Objek penelitian ini berfokus pada guru yang mengajar menggunakan metode kooperatif skrip. Penelitian ini merupakan penelitian kualitatif yang mengambil data dari observasi dan wawancara. Hasil penelitian ini menunjukkan bahwa terdapat tantangan dalam mengajar bahasa Inggris menggunakan metode kooperatif skrip, diantaranya ketidaktepatan guru dalam membentuk kelompok, kurangnya pemahaman siswa tentang bagaimana cara bekerja dalam kelompok, kurangnya pemahaman tentang arti pada teks, kurangnya penguasaan kosa kata, dan kurangnya pemahaman pada ide pokok di dalam teks. Untuk mengatasi tantangan tersebut, guru membentuk ulang kelompok, siswa bertanya pada guru, siswa berdiskusi dengan teman, dan siswa menggunakan bantuan kamus.

Kata Kunci: pengajaran bahasa Inggris, metode kooperatif skrip, tantangan dalam pengajaran bahasa Inggris, strategi dalam pengajaran bahasa Inggris

Abstract

This study aims at describing how the cooperative script method is applied in teaching English, the challenges found in it, and to describing the coping strategies for overcoming the challenges. The object of this research focuses on teachers who teach using cooperative script method. This research is a descriptive research that takes data from observation and interviews. The results of this study indicate that there are challenges in teaching English using the cooperative script method, including the inappropriate group division by teacher, limited of understanding how to work in group by students, limited understanding the meaning of the text, limited understanding on vocabulary, and limited understanding on the ideas in the text. To overcome these challenges, the teacher changes the groups, students ask the teacher, students discuss with friends, and students look up in the dictionary.

Keywords: teaching English, cooperative script method, challenges in teaching English, strategies in teaching English

1. INTRODUCTION

Education is a place to increase knowledge and skills. Therefore, in education there needs to be special attention and proper handling from both the government, parents, students, to education administrators. School is a formal educational institution as a place where the learning process takes place. Therefore, schools must always create a good teaching and learning atmosphere in order to achieve the planned goals. As said by Kurniawan (2017) that education is process of transferring values, knowledge, experience, and skill to the younger generation as an effort of the older generation in preparing the next generation's life function, both physically nor spiritual. Education is also an activity that carried out by

humans consciously and programmed to build a good personality, develop ability or talent, that exist in the human individual in order to achieve goals in life (Trahati, 2015: 11).

In the current era of globalization, it is important to master English for everyday life. English is also one of the subjects taught in schools which has an important role in communication, because English is one of the most widely used languages in the world. There are four basic skills in learning English, they are listening, speaking, reading and writing. All of these skills are related to one another, it is necessary for student to master reading skills. Reading is one of the basic skills in English, but even though it's only a basic skill, reading is an important aspect of mastering English and knowing what other people are saying apart from direct conversation. Reading is a process used by readers to get messages conveyed by writers through the medium of words or written language (Tarigan (1990: 7) in Jaenal 2010). According to Harmer (2007: 99), reading is useful for language acquisition. As long as students understand what the text is about, the more they read, the better they understand it.

As a teacher, creating an effective and efficient way of learning is important. In realizing all of this, it is necessary to choose the right learning method to increase students' attractiveness towards English lesson. Learning method is a way to implement a plan that has been prepared for real activities to achieve optimal goals (Sanjaya, 2016: 147). Students who do not understand the importance of reading and do not have great motivation will not be interested in learning deeply, low student achievement is also influenced by disinterest in reading. Because, according to Dalyono (2005: 55), said that motivation in learning is the driving force to do something work, which can come from within and from outside. The lack of student learning activities in class is due to the use of teaching methods that are not appropriate so that students cannot easily understand or master the material presented. In order for teaching and learning activities to achieve the desired goals, teachers are expected to master the material being taught, because the success and achievement of students is influenced by the methods used by the teacher.

Teachers are also expected to be able to make students better understand the material presented and can increase students' enthusiasm for learning. One suitable method to make students more active is the cooperative script method. Cooperative script is a method that allows students to work in pairs, where the collaboration will involve students, make them more active, and can realize student-centered learning activities. According to Aqib (2013) cooperative script is a learning method in which students work in pairs and orally summarize part of the material that they are studied before. Besides, cooperative script can help students strengthen their memory, learn to summarize a text, and enable students to express their opinion. In research conducted by Rahman and Rodliyah (2022), cooperative script that is applied in the first grade of SMAN 8 South Tangerang during the 2020/2021 academic year, effectively increases students' reading comprehension in narrative text.

SMP Negeri 1 Juwiring is one of the public schools located in Juwiring, Klaten Regency. This school is not in the city center, but it's not in a remote area either. The problem that exists namely, students' vocabulary are low and teaching and learning activities only focus on the teacher. Most teachers give material, lecture, and student just listen. There are group activities but not often. So that students are less active in learning activities and less interaction with friends. Cooperative script method is suitable to be applied in this problem. With this method, the teacher is expected to be able to create a new learning atmosphere that can increase student learning activities, so that students better understand the material presented. But, in the application of cooperative script method, of course there are challenges and teaching and learning process. Not only teacher, but students also found the challenges. Based on the problem above, the researcher wants to find out what challenges teacher and students find in the teaching learning English using cooperative script, then researcher examine the coping strategies to overcome the challenges found in this.

2. METHOD

This research used qualitative method, it is a method that uses analysis and descriptive. Qualitative method is a method that produces descriptive data in the form of words or verbal originating from the people and observed behavior (Bogdan and Taylor in Lexy J. Moleong, 2007).

This research takes data from observation and interviews. The data taken from teaching and leaning process and collected by observatin. Then the interviews collected from the teacher and students. This research conducted at SMP Negeri 1 Juwiring, Klaten. The object of this research is the English teacher

at SMP Negeri 1 Juwiring. The subject of this research are the students at SMP Negeri 1 Juwiring that taught use cooperative method. The object of the research focused on the teacher that used cooperative script method in teaching English at VIII grade. In determining the validity of the data, researchers used triangulation techniques. Triangulation is a technique used to ensure that data is tested in several ways. According to Sugiyono (2010: 274), there are three kinds of data triangulation, the first is triangulation of sources, then the triangulation of data collection techniques, and the last is triangulation of time. In this research, researchers used the model from Miles and Huberman, which has the first step of data collection, followed by data reduction, then data display, and finally conclusions.

3. FINDINGS AND DISCUSSION

FINDINGS

1) The Implementation of Employing Cooperative Script in Teaching English

a. Learning Activities Using Cooperative Script

The table below is the result of the observation that was conducted by researchers at class VIII E of SMP Negeri 1 Juwiring . It contains three learning activities in class. The first activity is introduction, the second is core activity, and the third is closing activity.

| Activity | Activity Description |
|--------------|--|
| Introduction | <ol style="list-style-type: none"> 1. The teacher opens the lesson by greeting, asking how students are doing, and taking attendance 2. The teacher reviews last week's material and relates it to today's material 3. The teacher conveys the outline of the material to be learned today 4. The teacher motivates students to be active in the learning process |
| Core | <ol style="list-style-type: none"> 1. The teacher divides students into pairs, applying cooperative learning type cooperative scripts 2. The teacher gives material to each student to read and make a summary 3. Teacher with student determine who is the first speaker and listener <ol style="list-style-type: none"> a. The speaker reads the summary while the listener corrects incomplete main ideas b. Switch roles. The first speaker is exchanged for a listener and do the listening activity as before 4. Teacher with student make conclusion |
| Closing | <ol style="list-style-type: none"> 1. The teacher together with the students makes a summary/conclusion 2. The teacher gives students the opportunity to ask questions along with feedback 3. The teacher distributes the next lesson plan 4. The teacher closed the lesson by greeting |

In learning English in class VIII E, there are many methods used by teachers to teach, one of which is the cooperative learning type cooperative script method. The group method is often used by teachers because it is considered to make students more active. This is suitable for learning because it aims to improve students' ability to understand learning material and solve problems as well as make conclusions about learning together. Not only deepening the

existing material, students are also required to help each other, so a good relationship will form good results as well.

Based on the results of observations and direct interviews with teachers and students of class VIII E, researchers can see that learning using cooperative learning type cooperative learning can run smoothly during class. In implementing it, the teacher uses several steps according to Suprijono (2010), the steps are: 1) The teacher divides students into a pair; 2) The teacher gives material to each student to read and make a summary; 3) Determine who is the first speaker and listener; 4) The speaker reads the summary while the listener corrects incomplete main ideas; 5) Switch roles. The first speaker is exchanged for a listener and do the listening activity as before; 6) Make conclusion; 7) Closing.

b. The Use of Cooperative Script at VIII E SMP Negeri 1 Juwiring

a) Teacher divides students into a pair

Grouping students is one of the main keys to cooperative learning. In this case, the teacher groups students in two or in pairs. To make pairs, the teacher asks students to count. However, the formation of counting groups produces random pairs, which makes students less suitable to work together because there is less relationship with each other. Thus, the teacher changed the group to become a bench seat.

b) Teacher gives material to students to read and make summary Cooperative learning cooperative script type can be applied in all materials. Here, the teacher applies it to reading material.

Example:

The teacher asks students to open the handbook

“Student, let's open your book page 152 and look at the text there!”

c) Determine who is the first speaker and listener

- The speaker reads the summary while the listener corrects incomplete main ideas
- Switch roles, the first speaker is exchanged for a listener and do the listening activity as before

Here the teacher tells how to do cooperative learning.

Example:

The teacher explains what students should do with the text

"Ok student, in the book there is a text. Your task is for the first person to read the text, then your friend corrects and completes the main idea. After that takes turns, do as before."

While the lesson is going on, the teacher continues to operate supervising students who are working. Occasionally, the teacher asks if there are difficulties encountered by students and the teacher will help solve the problem.

d) Make conclusion together

Before concluding together, the teacher briefly checks the students' work. Then the teacher together with the students read the text carefully and make a conclusion.

Example:

The teacher invites students to make conclusions

"So, students. In the text of day 1 what is the conclusion? Yes, the baby can't do anything and all their activities are assisted by their parents and who? Yes, his brother."

e) Closing

In closing, the teacher motivates students to be better able to build good relations with all their friends, not just their desk mates. Bearing in mind that earlier

there were a few obstacles that occurred due to students not matching the random group given by the teacher.

2) The Challenges Found in Employing Cooperative Script in Teaching English

a. Inappropriate Group Division by the Teacher

According to Mislinawati and Nurmasiyah (2018), the challenge faced by teacher is when forming heterogeneous student groups, teachers are constrained in ensuring whether all students work in groups so that many students are not involved in learning.

The teacher mentions,

“Dalam membentuk kelompok cukup ada tantangan, apalagi dengan cara berhitung. Karena ada banyak siswa yang merasa kurang cocok dengan pasangan yang di dapat. Contohnya pasangan laki-laki dan perempuan, mereka merasa canggung untuk berbicara karena hubungan pertemanan mereka tidak terlalu dekat.”

“In forming groups there are quite a few challenges, especially with counting. Because there are many students who feel less suited to the partner they get. For example a boy and girl pairs, they feel uncomfortable to talk because their friendship is not very close.”

Making groups in pairs by counting produces random pairs, which makes students feel uncomfortable because there are some who get partners who are not familiar with each other so it is difficult to work together. Especially in this case cooperative learning type cooperative script only involves two students to interact, so if someone gets a friend with the opposite gender, it will be very uncomfortable.

b. Limited of Understanding How to Work in Group

One of the weaknesses of cooperative learning according to Mulyadiana (Trianto, 2007) is that students really need time to understand and understand the philosophy of cooperative learning. Because there are differences between students who have advantages and students who feel lacking in understanding the material.

The students mentioned,

“Bingung dengan cara belajar menggunakan cooperative learning type cooperative script.”
“Confused how to study with the cooperative learning type cooperative script”

Implementing cooperative learning is indeed a challenge, because students need time to understand how it works. The difference between the abilities of one student and other students is also one of the triggers. However, with the help of the teacher, students can finally participate in cooperative learning with good learning.

c. Limited Understanding the Meaning of The Text

According to Harida (2014) inability of students to connect what they read with the context is a problem in reading. In relating their knowledge to context, students also need to guess the meaning of unknown words.

The students mentioned,

“Tidak tahu artinya.”
“Don't know the meaning”

Activating background knowledge while reading is one of the strategies that can help students to understand texts, namely by connecting what they have read with their knowledge.

d. Limited Understanding on Vocabulary

Reading, writing, listening, and speaking are four important skills in language competence. According to Bin-Tahir, Patahuddin, and Syawal (2017) before students master that four skills, they must know some vocabulary to support them in learning English. Vocabulary is an important part of language learning, because if the learner's vocabulary increases, the better their speaking and writing skills will be.

The students mentioned,
“*Sulit dalam menentukan kata-kata.*”
“Hard to find the words”

Mastering vocabulary is one of the main assets for students to be able to compose or understand the meaning of a sentence. Not only in reading, writing will also be done easily if the vocabulary is mastered.

e. Limited Understanding on the Ideas in The Text

In the process of reading, students must have strategies to get ideas and information easily. Namely by involving strategies, skills, and previous knowledge (Ekorini 2020)

The students mentioned,
“*Tidak paham isi teks bacaan.*”
“Not understanding the content of the text”

Difficulty understanding the meaning and lack of mastery of vocabulary also causes students to find it difficult to find the main idea in each reading. Because these three things are related to each other.

3) Coping Strategies Made to Overcome the Challenges of Employing Cooperative Script in Teaching English

a. Teacher Changes the Groups

According to Hamid Hasan (Etin Solihatin, 2009), that cooperative means working together to achieve common goals. In cooperative learning, students individually seek beneficial results for all members of the group,

The teacher mentions,
“*Setelah pasangan kelompok terbentuk, banyak siswa yang kompalin dan tidak setuju dengan pasangan yang mereka dapat. Seperti pasangan siswa laki-laki dan perempuan. Sehingga pembentukan ulang kelompok sepertinya hal yang tepat, apalagi dengan teman satu bangku, mereka lebih akrab sehingga akan lebih mudah dalam berdiskusi.*”

“After the group pairs were formed, many students complained and disagreed with the pairs they got. It's like a boy and girl pair. So, I think reforming the group is the right thing, especially with their tablemates, they are more intimate so it will be easier to discuss.”

Selection of group members who are less liked will make students uncomfortable, this will also not produce a common goal as the core of cooperative learning. So that in this case, the teacher changes the group according to one benchmark and it is proven that learning goes smoothly until it is finished.

b. Students Ask the Teacher

According to Grow (1991), the teacher's role is as a facilitator who can direct students to achieve their learning goals.

Students mention,

“Jika ada materi yang tidak saya pahami, saya bertanya ke ibu guru.”

“If there is material that is not understood, I ask the teacher.”

Good interaction and harmonious relationship between teacher and students is one of the successes in learning, so that in this case, the teacher becomes a facilitator and a place for students to ask questions.

c. Student Discuss with Friend

According to Khumairoh (2016), there is agreement, discussion, delivery of opinions from the main ideas of the material in student interactions.

Students mention,

“Biasanya saya bertanya atau berdiskusi dengan teman tentang materi yang tidak saya ketahui.”

“Usually, I ask or discuss with friends about material that I do not know.”

Discussions, questions and answers, and interactions that arise between students are one of the main goals of cooperative learning, namely student activeness.

d. Students Look Up the Dictionary

Apart from the teacher, the dictionary also plays an equally important role as a learning medium. Learning English using a student dictionary will be more effective than learning English without a student dictionary (Fadly, Ahmad, and Dian, 2020)

“Saya biasanya membuka kamus untuk mencari kosa kata yang tidak tahu artinya.”

“I usually open the dictionary to look up vocabulary that does not know the meaning.”

The dictionary is one of the media that really helps students in supporting their learning. However, sometimes student already know what it means, but they still not understand the essence of the text they read, so the role of the teacher is also very needed.

DISCUSSION

1) The Implementation of Employing Cooperative Script in Teaching English

a. Learning Activities Using Cooperative Script

In every lesson that is carried out, there must be difficulties in it, so the teacher must find a suitable method. In this case the teacher applies the cooperative script method to make students more active, understand the material better, learn to solve problems, and make conclusions together.

1. Introduction

English lessons in class begin with a greeting made by the teacher. The teacher usually uses English interspersed with Indonesian in order to increase students' vocabulary and get students used to speaking English in daily life. Next, the teacher reviews the material that was explained last week and relates it to today's material.

Before entering into the main activities, the teacher conveys an outline of the material to be studied today so that students get an overview. Don't forget, the teacher provides motivation for students to be enthusiastic about learning and connecting it in everyday life.

2. Core

First, the teacher asks students to open the handbook, then shows the reading to be learned using the cooperative learning type cooperative script method. Next, the teacher divides students into pairs.

Second, the teacher explains how to group in pairs using a cooperative learning type of cooperative script, namely by: (a) determining who is the first speaker and listener; (b) The speaker reads the summary while the listener corrects incomplete main ideas; (c) Switch roles, the first speaker is exchanged for a listener and do the listening activity as before; and (d) Teacher with student make conclusion.

Third, students are given 30 minutes to work together, while the teacher continues to supervise and becomes a medium for students to ask questions. The teacher helps students who don't understand by coming directly to the student's bench and explaining in more detail. Apart from handbooks, another medium used by teachers in learning is a dictionary. Teachers require students to bring a dictionary every English lesson.

After the group time is up, the teacher checks the students' work briefly. Then the students are guided by the teacher together to make conclusions about the reading that has been done.

3. Closing

At the end of the lesson, the teacher makes a conclusion for all of today's learning. The teacher gives students the opportunity to ask questions and provide feedback. After that, the teacher tells the next week's lesson plan and closes the lesson by greeting.

The application of the cooperative script above is related to (Suprijono (2009) in Rohmah and Khotimah 2020), the steps include 1) Teacher divides students into a pair; 2) The teacher gives material to each student to read and make a summary; 3) Determine who is the first speaker and listener; 4) The speaker reads the summary while the listener corrects incomplete main ideas; 5) Switch roles. The first speaker is exchanged for a listener and do the listening activity as before; 6) Make conclusion; 7) Closing. Rohmah and Khotimah (2020) said that it can make students develop their ideas orally and compare them with friends, then it will make students help and care for each other.

b. The Use of Cooperative Script at VIII E SMP Negeri 1 Juwiring

In applying the cooperative script, the teacher takes several steps, all of which are in line with Ivantara, Herman, and Manalu (2020), the steps are:

1) Teacher divides student into a pair

Pairing students is the first step in applying cooperative scripts, so that students can work together. This is the main purpose of the cooperative script, namely to foster a sense of care and responsibility among students. This step must be taken before the teacher delivers the material.

2) Teacher gives material to students to read and make summary

Providing material and making a summary are the steps that must be taken. Here students learn to develop their ideas and thoughts to make resume that must be related to the text they have read.

3) Determine who is the first speaker and listener

- The speaker reads the summary while the listener correct incomplete main ideas
- Switch roles, the first speaker is exchanged for a listener and do the listening activity as before

Determining the first speaker and listener, after that switch roles, is a step taken after students get their respective summaries. This trains the solidarity of each group, increases student concentration, and can also correct each other's drawback.

4) Make conclusion together

Make conclusions together with the teacher. In this case the teacher also checks student activities, whether all students are able to work according to directions, and their work is in accordance with the text they read or not.

5) Closing

Closing is done by giving motivation and appreciation will raise the enthusiasm of students to be better in the next work. Because a good relationship between teachers and students is the support.

2) **The Challenges Found in Employing Cooperative Script in Teaching English**

Challenges will always be found by students and teachers in every lesson that takes place. Researchers have found five challenges that students and teachers experience during research at VIII E of SMP Negeri 1 Juwiring.

a. Inappropriate Group Division by the Teacher

Forming the right group will increase students' self-confidence, develop students' ability to socialize, and improve students' ability to communicate. In implementing the cooperative script that was applied in class VIII E, the researcher found that the teacher formed groups by asking students to count. So, the groups that are formed are not what the students want, especially groups that contain boy and girl pairs, as a result students feel awkward to communicate with their partners. In fact, to achieve the desired learning goals, students need space to be able to express themselves confidently.

This is not in line with Hidayah, Rufinus, and Susilawati (2015), that cooperative script is a method that makes students work in pairs, they try to work in teams and acknowledge friends' opinions is the essence of cooperative learning. However, that didn't happen in class VIII E, because some of them couldn't work with the partners they got.

b. Limited Understanding of How to Work in Group

Working in groups is one method that is suitable for learning, students will find it easier to do their work because they help each other, this will lead to feelings of pleasure in students. As Rahmasari (2017) said, that students enjoy learning with the cooperative method.

However, in this study, there is not related with Rahmasari (2017), because of the results of interviews, some students said they were still confused about how cooperative scripts work. If students do not understand how the group works, they will not be able to achieve the goals they want, so the teacher must help students to understand them.

c. Limited Understanding of the Meaning of The Text

Understanding the meaning of a text is one of the keys for students to be able to make a summary. However, in this study, the researcher found that the students did not understand the meaning of the text. As a result, students are hampered in carrying out their work. This is in line with Rahmasari (2017), that there are many problems in reading, one of them is the

student cannot understand the text. Therefore, students are expected to be able to understand reading by estimating the contents of the text and connecting it with their knowledge.

d. Limited Understanding of Vocabulary

Vocabulary is an important aspect of language, not just reading. Writing, listening, and speaking also need it. However, from the results of the study, students said that they had difficulty determining and finding words, which meant a lack of vocabulary that they mastered. This is one of the challenges in teaching reading and relates to Rahmasari (2017), that students have difficulty understanding the vocabularies in the text and they cannot summarize the text using their own word. Thus, students must add to their vocabulary in order to understand the existing text.

e. Limited Understanding of the Ideas in The Text

Understanding the main idea in every text you read is one of the successes of reading. However, from the results of the research, students had difficulty understanding the main ideas in the text. In line with Rahmasari (2017), that students are affraid to give ideas about the content in the text. Understanding the main ideas in the text can be trained by correlating the meaning of each word in the text, with the knowledge we have, such as the method used to find out the meaning of the text.

3) **Coping Strategies Made to Overcome the Challenges of Employing Cooperative Script in Teaching English**

Even though there are many challenges faced by students and teachers during learning, as a teacher she must have a way to overcome them, students also have their own way to overcome their problems. During the research, the researcher found several coping strategies to overcome the existing problems.

a. Teachers Changes the Group

Feelings of comfort in learning are needed to form and increase student interest in learning. As with the challenge that researcher found during the learning process, some students who got a group of boy and girl pairs felt that they did not match the partners they got. It caused students feel uncomfortable to discussing or just talking to each other. In this case, to create the desired learning objectives, the teacher must have a way to solve existing problems, namely the teacher rearranges the formation of groups.

This is in line with Amarullah and Arwen (2022), that educators in schools have a responsibility for learning, they must make breakthroughs to solve learning problems in students and make improvements to the learning process, so that the teaching process achieves the desired goals. The teacher rearranges the groups that were previously formed through counting, into groups of pairs of tablemates. Because tablemates are communicate every day, it is hoped that students will be more comfortable in discussion, without feeling embarrassed, nervous, or awkward.

b. Student Ask the Teacher

Asking the teacher is something that always happens during learning. The challenges that emerged that the researchers found in this research included, a limited understanding of how to work in groups, a limited understanding of the meaning of the text, vocabulary, and main ideas in the text. All of these problems students can ask the teacher, because basically, the teacher really has to facilitate this, to help the difficulties experienced by students.

This is in line with Delvina, Marta, and Surya (2022), that teachers must work to increase students' interest and enthusiasm for learning, because they function as motivators and facilitators. So, asking the teacher is one solution to the problems that arise, this will also expedite the cooperative script in the class.

c. Student Discuss with Friend

In learning English using group pairs, mutual trust and creating good interactions with friends, it will make it easier to achieve the learning goals and objectives of this cooperative script method. Friends have a very important role in the ongoing discussion, this is relate with Khumairoh (2016), that there is discussion and a choice of options in student interactions. Submission of opinions here must include questions and answers. So, this is a good strategy and really helps students to face the challenges that exist.

d. Student Look Up the Dictionary

Dictionary are one of the learning resources that teachers must always bring with them when learning English takes place. One of the reasons, because in junior high school, students are not allowed to bring cellphones to school. In addition, the teacher believes that the dictionary will help students a lot, especially in increasing their vocabulary. There is only one teacher in the class, so if students only rely on the teacher as a source of information, it will make learning ineffective. So, the role of the dictionary is no less important.

This is not in line with Sartika and Rizkiya (2019), that in language use, students find it difficult to identify the pronoun. Besides, they were also reluctant to open the dictionary. In the implementation of learning English at VIII E of SMP Negeri 1 Juwiring, the dictionary is very important for students and is one of the helpers to deal with the problems they face, especially in finding the meaning of English into Indonesian, and vice versa.

4. CONCLUSION

The process of learning English by the teacher in this research used the cooperative script method. Cooperative script is one of the many types of cooperative learning. Cooperative script is a learning method in which students work in pairs and take turns verbally summarizing parts of the material they have learned. The process begins with the teacher dividing students into pairs, then the teacher provides material to be studied, read, and made a summary. The teacher and students determine who will be the first speaker and listener. The speaker conveys the summary as completely as possible, while the listener listens and completes the main idea that is lacking. After that, switch roles and do the same.

Based on research conducted in class VIII E, SMP Negeri 1 Juwiring. Researchers found challenges faced by students and teachers. The challenges faced by students were a lack of understanding of how to work in groups, a lack of understanding of the meaning in the text, a lack of vocabulary mastery, and a lack of understanding of the ideas in the text. Meanwhile, the problem faced by teachers is the difficulty of forming random groups.

The strategy used by students to solve the problem is to ask the teacher, discussing with friend, and look up the unknown words or meanings in the dictionary. Meanwhile, the strategy used by the teacher to overcome the problem is by re-forming the group according to the wishes and convenience of the students.

REFERENCES

- Amarullah and Arwen. (2022). The Influence of Cooperative Script Method on The Ability of Summary of Explanation Text. *JELL (Journal of English Language and Literature)*, 7(1), 99-108. DOI: <https://doi.org/10.37110/jell.v7i1.147>
- Aqib, Z. (2013). *Model-model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif)*. Bandung: Yrama Widya
- Bin-Tahir, S. Z., Patahuddin., and Syawal. (2017). Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary. *International Journal of English Linguistics*, 7(4): 128-137. DOI: 10.5539/ijel.v7n4p128
- Dalyono. (2005). *Psikologi Pendidikan*. Jakarta: PT Rineka Cipta.

- Delvina, Marta, and Surya. (2022). Improving Aloud Reading Skills Using Comic Media Assisted Cooperative Script Learning Model in Elementary School. *Edumaspul: Jurnal Pendidikan*, 6(2). 2911-2916. DOI: <https://doi.org/10.33487/edumaspul.v6i2.4585>
- Ekorini, P. Z. (2021). Analysis On Students' Difficulties of Finding Main Idea of A Passage. *Dharma Pendidikan*, 15(2), 72 - 82.
- Etin Solihatin. (2009). *Cooperative Learning*. Jakarta: Bumi Aksara.
- Fadly., Kartikasari., and Rosydiyanti. (2020). Kamus Pelajar sebagai Media Pembelajaran Pemer kaya Kosakata Bahasa Inggris. *Seminar Nasional Penelitian*.
- Grow, G. (1991). *Teaching Learners to Be Self-directed: A Stage Approach*. *Adult Education Quarterly*, 41(3), 125-149.
- Harida, E. S. (2014). Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan). *Al Ta'lim Journal*. 21(3), 183- 188. DOI: <http://dx.doi.org/10.15548/jt.v21i3.102>
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching, Fourth Edition*. Pearson Longman: Harlow.
- Herdiansyah, Haris. (2010). *Metode Penelitian Kualitatif untuk Ilmu-ilmu Sosial*. Jakarta: Salemba Humanika.
- Hidayah., Rufinus., and Susilawati. (2015). Improving Student' Ability in Comprehending a Descriptive Text Through Cooperative Scripts. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(8), 1-10. DOI: <http://dx.doi.org/10.26418/jppk.v4i8.11032>
- Ivantara., Herman., and Manalu. (2020). The Effect of Using Cooperative Script on Student's Reading Comprehension at Grade Elevent of SMA Negeri 2 Pematangsiantar. *Acitya: Journal of Teaching and Education*, 2 (2), 82-94. DOI: <https://doi.org/10.30650/ajte.v2i2.1361>
- Jaenal. (2010). *Improving Students' Reading Skill Using Group Discussion. On The First Grade of Senior High School*. UNISRI Jakarta.
- Khumairoh, R. A. (2016). The Effectiveness of Using Cooperative Script Method to Teach Students' Speaking Ability at the Eight Grade Student's of SMP Negeri 1 Buay Bahuga. *Channing*, 1(1), 65-72.
- Knupfer, N. N. & McLellan, H. (1996). Descriptive Research Methodologies. In D. H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology* (pp. 1196-1212). New York: Macmillan.
- Kurniawan, Syamsul. (2017). *Pendidikan Karakter: Konsepsi & Implementasinya secara Terpadu di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, dan Masyarakat*. Yogyakarta: Ar-Ruzz Media.
- Mislinawati, M., & Nurmasiyah, N. (2018). Kendala Guru Dalam Menerapkan Model - Model Pembelajaran Berdasarkan Kurikulum 2013 Pada SD Negeri 62 Banda Aceh. *Jurnal Pesona Dasar*, 6(2).
- Rahman, Arief and Rodliyah, R. S. (2022). Using Cooperative Script to Enhance Students' Comprehension of Narrative Text. *Jurnal Penelitian Pendidikan*, 22(3), 313-325. DOI: <https://doi.org/10.17509/jpp.v22i3.52979>

- Rahmasari, Brigitta Septarini. (2017). The Application of Cooperative Script Method in Teaching Reading or Narrative Text at The First Grade Semester Students of Universitas PGRI Madiun. *Linguista Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya*, 1(2), 127-137. DOI: <http://doi.org/10.25273/linguista.v1i2.1983>
- Sanjaya, W. (2016). *Strategi Pembelajaran*. Prenadamedia Group: Jakarta.
- Sartika and Rizqiya. (2021). Writing Recount Text Using Cooperative Script. *PROJECT (Professional Journal of English Education)*, 4(6), 1025-1029. DOI: <https://doi.org/10.22460/project.v4i6.p1025-1029>
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suprijono, Agus. (2010). *Cooperative Learning: Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.
- Trahati, Melia Rimadhani. (2015). Implementasi Pendidikan Karakter Peduli Lingkungan di Sekolah Dasar Negeri Tritih Wetan 05 Jeruk Legi Cilacap. (Thesis State University of Yogyakarta). Record from <http://eprints.uny.ac.id/id/eprint/24678>
- Trianto. (2007). *Model – Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Prestasi Pustaka. Jakarta.

UMS LIBRARY
-TERAKREDITASI A-