
IMPROVING STUDENTS' SPEAKING ABILITY THROUGH COOPERATIVE SCRIPT METHOD

SHINDI SASMITA
1310231021

Muhammadiyah University of Jember
Faculty of Teacher Training and Education
Language and Art Education Department
English Education Program
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Advisor : (1) Fitrotul Mufarida, M.Pd

(2) Indah Werdiningsih, M.P

Abstract: The purpose of this research is to find out how the use of Cooperative Script Method can improve the VIII grade of students' speaking skill. Kind of this research is classroom action research (CAR). The subject of this research is the students from VIII grade students. Test and Observation Checklist are used to obtain the data. The design of action research are preliminary study, planning, acting, observing and reflecting. Simon says game technique improves the students' listening skill in two cycles from the percentage of students who got score ≥ 70 was 66% of the twelve students in Cycle 1 to 80% of the twelve students in Cycle 2. The observation checklist result from 63% of students' active participation in Cycle 1 to 78% of students' active participation in Cycle 2. Based on the the data above, it can be concluded that the use of Cooperative Script Method can improve the VIII grade students' speaking ability of Junior High School students.

Key words: Students' speaking skill and cooperative script method

MENINGKATKAN KEMAMPUAN BERBICARA SISWA MELALUI METODE NASKAH KOOPERATIF

**SHINDI SASMITA
1310231021**

University of Muhammadiyah Jember
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Bahasa Inggris

2017

Pembimbing : (1) Fitrotul Mufarida, M.Pd

(2) Indah Werdiningsih, M.P

Abstrak: Tujuan penelitian ini adalah menemukan bagaimana penggunaan cooperative script method dapat meningkatkan kemampuan berbicara siswa kelas delapan. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Subjek dalam penelitian ini adalah siswa kelas delapan. Tes dan daftar hasil pengamatan digunakan untuk mendapatkan data. Model penelitian ini adalah studi pendahuluan, perencanaan, pelaksanaan, pengamatan dan refleksi. Cooperative script method meningkatkan kemampuan mendengarkan siswa dalam 2 siklus, dari persentase siswa yang mendapat nilai ≥ 70 adalah 66% dari 30 siswa di siklus 1 menjadi 80% dari 30 siswa di siklus 2. Hasil daftar pengamatan dari 41.67% keaktifan siswa di siklus 1 menjadi 79.17% keaktifan siswa di siklus 2. Berdasarkan data di atas, dapat disimpulkan bahwa cooperative script method dapat meningkatkan kemampuan berbicara siswa kelas delapan Sekolah Menengah Pertama.

Kata Kunci: Kemampuan berbicara siswa dan Cooperative Script Method

INTRODUCTION

Speaking is the main principal to communicate with other people. Everyday we produce more than one hundred words to speak. In every conversation, we need our brain to think before we say a word. In conversation we have to master a language, it will make us easier to interact with people. There are some kinds of languages, and the most important of them is English. It is because of English is the International language. According to Lindsay (2006:34) speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. So that, we need the ability to master the English skill language order. Such as, speaking skill is a tool to be able to deliver the aims and objectives that we want to reveal and also through speaking skills we can express the ideas or opinions of us in a conversation and to apply it to the environment. In our life speaking is being the important thing, by speaking we can interact with other people and communicating with each other. Harmer (2001: 270) stated that “without speaking, show that you do not understand what the speakers is saying, by looking confused, scratching your head in confusion, etc. However, only do this once”. Based on Harmer’s statement, if we do not have ability of speaking skill, we will not be able to talk and cannot interact with other people. So, that’s why speaking is very important for us in our daily life. The ability of speaking skill of the people is different. There are people who can speak fluently, but there are also people who are less fluent speech, and there are many factors which can affect a person in speaking. Speaking skill can also be measured from the fluency, accuracy, grammar, pronunciation and vocabulary. If the student was able to master them, could be called as the students who already well on their skills in speaking. So many people that think they are smart if they mastering speaking. Harmer (2007:345) stated that getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. So the teacher have to use the appropriate method and be creative in giving material to students in speaking class. Preliminary study was done through interviewing the English teacher of SMPN 1 Grugujan Bondowoso. Based on the result of interview and the data analysis of speaking score in the eighth grade students of A class still low. According to the English teacher most students have difficulties in mastering speaking aspects such as, fluency, pronunciation, grammar, and vocabulary. But the biggest difficulty which is face by the students is the lack of vocabulary. So they can’t speak English fluently. So that students are shy, not confident in speaking English. So the researcher will focus on using the method of cooperative learning that is a cooperative script method to solve the student’s problem in speaking. According to Schank and Abelson (1977) in Boleng and Corebima said that cooperative script learning was learning contract between teacher and students as well as among students about ways to collaborate. In this method, students practice in pairs to create a summary and students took turns talking disclose summary that they have created, for the only couple in charge to listen to his friend who was talking and correcting the conversation partner. By using cooperative script the students will enjoy and also the students will study

face to face, learning in small groups, productive speak or express their opinion and make decisions. In other words, the students did not felt nervous again, they began to express their opinion and develop what in her mind. This model is different with other model cooperative. It is using script and made easy for students to understand the materials. So the students' skill in speaking will be improved the terms of fluency, pronunciation, comprehension, grammar and vocabulary.

RESEARCH METHOD

Kind of this research is Classroom Action Research (CAR). The action of this research are implemented in five stages, in which explained by Kemmis & Mc.Taggart in Arikunto, 2010:137, they are preliminary study, planning, acting, observing, and reflecting. The subjects are the students from the VIII A grade of students at SMPN 1 Grjugan Bondowoso in the 2016/2017 Academic year which was consisted of 30 students. The instrument which was used to collect the data needed in this research was speaking test and observation checklist. In this research, speaking test used is the instrument. And the material subject was about recount text.

In this research, to analyse the data of the students' listening test, the researcher uses this formula:

$$E = \frac{x}{n} \times 100\%$$

Notes:

E : The percentage of the students who get score ≥ 70

n : The number of the students who get score ≥ 70

N : The number of the subjects

The observation will be focused on the indicators of the performance of the students' involvement the students' active participation during the teaching learning process of listening. The instrument that will be used in this method is a checklist which is enclosed as the table follows:

No	Name of Students	Indicators					Active	Passive
		1	2	3	4	5		
1.	Alfian Ulil							
2.	Alimatus Sakdiyah							

Aspects of Observation

1. The students paying attention to the teacher explanation
2. The students asking question for further explanation to the teacher
3. The students answering the teacher's question
4. The students active in speaking activity by using cooperative script method
5. The students' enthusiasm in teaching learning process.

THE RESULT OF THE RESEARCH

The first step of this classroom action research was planning. It is intended to plan and prepare everything that were needed in all of the steps in implementing the action of the research in order to get the best result, such as preparing the material that would be given to the VIII.A students, the teaching strategy and learning process. Here the researcher discussed with the English teacher about material that would be given to the students by implementing cooperative script method. The researcher used Recount Text as the material. Next, the researcher prepared to make lesson plans to teach in cycle 1 based on curriculum 2013 (K13) (see Appendix 6). The implementation of the action was done in two meeting and each meeting provided 80 minutes. In the first meeting, the researcher prepared the things that would be need in the teaching process by using cooperative script method. Those things are:

1. Preparing lesson plan for first meeting,
2. Preparing the material,
3. Preparing the example of recount text,
4. Preparing the observation checklist.

The implementation of the first meeting was done on 28th April 2017 based on the lesson plan 1. Before starting the main activities, the researcher introduce and explain the material of recount text. The researcher explained the objective of the material, then the researcher gave the leading question about recount text and did brainstorming to the students. After that the researcher gives material about recount text by giving an example of recount text to the students. Here the researcher guides the students to identify the structure of the text, the function of the text and the language feature of the text. After the the students understand about the biography text, also the structure of the text, the researcher gives other example of recount text and asked students to mention the function of the text and the language feature of the text. The implementation of the second meeting was on 5th May 2017. In this meeting the researcher recalled the material in the first meeting. After the researcher feels that the students understand about the material, the researcher explain about cooperative script method. Then, the researcher divides the students into pair groups. One group consists of two

students, it divided into first speaker and first listener. After that the researcher gave a script of recount text in every group. Then the researcher asked the students to understanding the text and make a summary together. After they were done with their discussion, the researcher asked the group to tell summary in front of the class without bringing the text. In this session, the first speaker tell the summary about the recount text orally, and then the listener listen and give addition or correction to the first speaker, and then they were exchanged their role. The last session in second meeting, the researcher discussed about the students' difficulties and help the students conclude about the summary of the material.

In the planning in cycle 2, the researcher needs to prepare some of the things in lesson plan that need in the cycle 2 (see Appendix 11). In the first meeting, the thing that should be prepared by the researcher as follows:

1. Conducting lesson plan for first meeting,
2. Preparing the material,
3. Preparing the example of recount text (different from cycle 1),
4. Preparing leading questions for Students,
5. Preparing the observation checklist.

The implementation of the action in cycle 2 was revised based on the problem found in cycle 1. It was expected that after implementing the action in cycle 2, the results of the students' score in speaking ability better than cycle 1. The action was discussed in pair group and make a summary about the script that given by the teacher. In cycle 2, the class was more conductive, and the students have practice more and they became familiar with recount text and more understand with cooperative script method. The first meeting was done on 12th May 2017, it was based on the lesson plan 2. The implementation of the action started with gained the students background knowledge about recount text by giving example of recount text to the students. Then the researcher asked the students to read the text in few minutes, after that asked the students to answer the teacher's questions dealing with the structure of the text, the function of the text and the language feature of the recount text. After discussing about the structure of the text, the function of the text, and the language feature of recount text, the researcher gave questions guidance to the students related to the activity that will be done by the students. After discussed about recount text, the researcher give the activity that will be done by students. The activity is the same with second meeting in cycle 1. The students make a pair group and then make a summary about recount text that given by the teacher. And the teacher asked the students to use cooperative script method. The activity was stop until the third step of cooperative script method because of the limitation of the time. The activity will be continued in the next meeting. The second meeting was done on 18th April 2017 based on lesson plan 2. In this meeting, the researcher guide the students to do the next activity based on the previous meeting. Through the researcher guidance, the students do the third step of cooperative script. After the third step already done, the students tell the summary in front of the class without bringing the text by pair group. The rule still the same with cycle 1, in pair group divided into first speaker and first listener, then they exchange their role.

The Result of Speaking test in Cycle 1

The Data Result	Cycle 1
The percentage of the students who get ≥ 70	66%
The percentage of the students who get < 70	44%

The Result of Speaking test in Cycle 2

The Data Result	Cycle 2
The percentage of the students who get ≥ 70	80%
The percentage of the students who get < 70	20%

Result of Observation Cycle 1

Meeting	Active
Meeting 1	56 %
Meeting 2	70%
Total	126%
Average	63%

Result of Observation Checklist in Cycle 2

Meeting	Active
Meeting 1	76%
Meeting 2	80%
Total	156%
Average	78%

From the table above, it can be concluded that the result of speaking test and students' active participation in cycle 2 was succesful.

DISCUSSION

Based on the result in chapter IV, in the cycle 1, the students' speaking achievement after being given the action by teaching speaking through cooperative script method was not successful yet. In this research the target score of the students was ≥ 70 and it must be achieved by 75 % of students. In cycle 1, it was found that there were 20 of 30 students (66%) who got score ≥ 70 in speaking test. It was not successful because the criteria was not fulfilled yet in cycle 1.

The researcher found that the students still did not understand about the use of cooperative script method in speaking because it was a new experience for them in using this method in speaking class. In teaching and learning process students still got difficulties in making summary by using cooperative script. The problem is they lack of vocabulary, so they are shy to speak, because they did not usual to speak about something orally or share their opinion in front of the class. because of that, they can't speak fluently when they telling the summary. Harmer (2007:345) stated that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.

Cooperative script method asked students to make a summary in pair group. One group consist of speaker and listener, each students get the role as speaker and also listener, they have to work in pair group to discuss the material. So in the end the speaker have to tell the summary orally and after the speaker finish, the listener give the addition or correction about what that had to tell by speaker and then they exchange their role. It is related with Harmer (2003:87) states that through speaking, the students will understand ideas, opinions and information from other people.

In the teaching and learning process of cycle 1, most of the students were passive. From 30 students, only 66% of students were active. It means that the target of percentage was not achieved yet. The percentage of students' speaking score was 60%, means that only 18 of 30 students who got ≥ 70 .

In collaboration with the teacher, the researcher made some revisions to be done in the cycle 2 to get better result, such as the researcher should give clear explanation about the cooperative script method. And helped the students in speaking activity by using cooperative script method and also give them suggestion like they have to find the difficult words and make a note about it in order to make have many vocabulares and they can memorizing the new words from the note.. According to Harmer (2007:347) students sometimes get lost, can't think of what to say next or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situation on their own, and indeed sometimes this may be the best opinion. However, we may be able to help them and the activity to progress by offering discrete suggestions.

In cycle 2, the implementation of cooperative script method was better, because all of the students have understand well about the use of cooperative script in speaking. The the students more active, because they learn from their mistake in the previous cycle. In cycle 2, the students brave to tell the summary and more confidence to speak in front of the class

because the researcher give more guidance. And in the teaching and learning process of cycle 2, most of the students were active. From 30 students, there were 78% of students were active. It means that the target of percentage was achieved. The percentage of students' speaking score was 80%, means that there were 26 of 30 students who got ≥ 70 .

Through cooperative script method, the researcher tries to give the students a chance to be custom in practice speaking. Through practice speaking, it can make the students easily in mastering speaking skill. This statement supported by Gillies (2014) Certainly, research indicates that when cooperative learning is well structured so that students understand how they re to work together to achieve their group's goal, students benefit socially and academically from their small group experience. In cooperative script method can make the students to develop independent thinking in order to share new ideas from the subject matters they have handled in the classroom and learning experience.

Based on the explanation above, the research hypothesis stated in chapter II was accepted, which says "cooperative script method through the script of recount text as teaching media can improve the VIII A grade students' speaking ability at SMPN I Grujugan Bondowoso in 2016/2017 academic year by providing interaction between students in pair group and make the students tell and share their understanding about the text" and cooperative script method through the script of recount text as teaching media can improve the VIII A grade students' active participation at SMPN 1 Grujugan Bondowoso in 2016/2017 academic year".

CONCLUSION AND SUGGESTION

Conclusion

The using Cooperative Script Method is able to improve VIII A grade students' speaking ability at SMPN 1 Grujugan in the 2016/2017 academic year by using cooperative script such as : interaction between students in pair group make the students can tell and share their understanding about the text. It can be conclude that the implementation of cooperative script method will be running well if the students understanding the material and they discussed it with their partner and help to each other.

The using Cooperative cript Method can improve the students' active participaton in the teaching and learning process of speaking class at SMPN I Grujugan Bondowoso in the 2016/2017 academic year. By giving them some leading questions, they become more active in the teaching and learning process and they can share their idea into good speaking.

Suggestion

The result of the research show that using cooperative script could improve the students' speaking ability and the students' active participation. Considering the results, some suggestions are given to the English teacher, the students and the future researchers. It is suggested that the English teacher use cooperative script method as one of the method in teaching speaking because it can improve both the students' activeness and speaking ability. The students are suggested to always try to speak and working in pair to tell something orally more often by using cooperative script to improve their speaking ability because it can help them to master speaking skill well. It suggested that the future researcher in conducting other classroom action research by using cooperative script method, for example improving the students' speaking ability by using cooperative script especially in vocabulary. For the other researchers who want to conduct the same research are suggested to make the implementation of the action became longer. Because the weakness of this method is in implementing of cooperative script is need much of time.

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