THE EFFECTIVENESS OF USING COOPERATIVE SCRIPT METHOD TO TEACH STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE STUDENT'S OF SMP NEGERI 1 BUAY BAHUGA

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Abstract

The title of this study was the effectiveness of using cooperative script method to teach students speaking ability at the eighth grade students' of SMP Negeri 1 Buay Bahuga. The formulation problem of this study was "Is there any significant difference between the students who are taught by using Cooperative Script method and the students who are taught by using conventional method to teach speaking ability". And the objective of the study was to find out whether or not significance between the students who are taught by using Cooperative Script method and the students who are taught by using conventional method to teach speaking ability at the eighth grade students of SMP Negeri 1 Buay Bahuga in academic year 2015/2016. In this study was quantitative reseacrh, the writer used true experimental method and experimental design. Therefore, there were two groups those were control group who are taught using conventional method and experimental group who are taught using cooperative script, that was chosen by using cluster random sampling in collecting the data, the population of this study were 153 students and samples were 50 students. The data obtained from Independent ttest analysis by using SPSS 20, between the result of posttest in experimental group and control group. Based on the calculation by using Independent ttest in SPSS 20, the writer found that $t_{obtained}$ was higher than t_{table} (5.005 > 2.021) at the significant level α=0.05 in two tailed testing. It meant that there were any significant differences between experimental group and control group. So, the null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted. It can be concluded that cooperative script method was significantly effective in teaching speaking ability at the eighth grade students of SMP Negeri 1 Buay Bahuga.

Keyword: effectiveness, Cooperative Script Method, Teaching, Speaking

INTRODUCTION

Speaking is the main principle to communicate with people. Everyday we have produced a thousand words to speak. Every time we make a conversation then our brain processes words before to speak. In a conversation we have to master a language to make us easier to interact with people. There are many languages; one of them is the English language. English is very important to master because it is being international language. So that we need the ability to master the English language skill such as speaking skill. 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 adapt to the

environment. Harmer (2001:270) said that without speaking, show that you do not understand what the speaker is saying, by looking confused, scratching your head in confusion, etc. However, only do this once.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary. Freeman citied in Risnadedi (2001:56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.

Based on the writer observation as an English teacher there, she found that in this school has applied the 2013 curriculum, this curriculum emphasizes the students to be more active and be able to response the activities during the learning process. In this school, she found that there were some problems, namely: they have difficulties when they should do interaction by dialogue with their friends, they are afraid to make mistakes, they think that speaking well is very difficult, they still have not been able to master vocabulary and grammar that is a fundamental principle in learning English. So that, the students were shy, not confident in their speaking and they have not the material to speak.

In addition, based on Brown (2001:270) states that some of the factors faced by the students in learning speaking are clustering, redundancy, reduced form, stress, rhytm and intonation. Moreover, Brown (1987:27) states that method is a way of teaching that used by the teacher about subject matter at the higher cognitive. Its means that as a professional teacher should be choose one of method to support the material and make students to be an active and enjoying. The teachers should use various method to avoid the students' bored in teaching and learning process (Huda, 2013:50).

Based on the statement above, the writer concludes that most of the problems faced by the students were to speak in front of the class, as teacher should be able to choose one of the method to create be fun and enjoying in learning. Meanwhile, considered of many methods in teaching of English class, such as problem based learning method, role playing method, cooperative script method and talking stick method. So, the writer focused on using of the cooperative script method to make students can solve the problems to their speaking by using script. Dansereau (2006:259) states that 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.

Based on the study, the writer had decided the formulation of problems as follows: "Is there any significant differences between the students who are taught by using Cooperative Script method and the students who are taught by using conventional method to teach speaking ability at the eighth grade students of SMP Negeri 1 Buay Bahuga?"

CONCEPTUAL FRAMEWORK

The Concept of Speaking

According to Brown (2001:267), when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Furthermore, Richards and Renandya (2002:204) said that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Meanwhile, Brown (2007:237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

According to Anderson (2004:23), said that the element of speaking involves three elements: preparation, performance, and feedback. They are as follows: 1) preparation, 2) performance, and 3) feedback.

The Concept of Cooperative Script Method

Cooperative script is joyful learning, and with script we can easy to speak by making only a summary and there is someone to correct in speaking, cooperative script is part of cooperative learning and make a student active in class. Moreover, based on the writer's concluded that as a teacher would be successes when she is able to make a student have ability of speaking skill because someone can be seen from good speech, and then the writer would used cooperative script to teach speaking ability, because this method was very good to

train the student in speaking well, and to make the students were interested in conversations and also the student brave to speak in class.

Cooperative Script is a method of Cooperative Learning. In this method teacher asks students' to create a small group or in pairs and students should make a summary of the material that the teacher gave to the students orally summarize the material and turns with a partner. Dansereau (2006:259) stated that a study method in which students work in pairs and take turn orally summarizes section of material to be learned. A series of studies of this cooperative script method has consistently found that students who study this way learn and retain far more than students who summarize on their own or who simply read the material. It is interesting that while both participants in the cooperative pairs gain from the activity. The larger gains are seen in the section that students teach to their partners rather than in those for which they serve as listener more recent studies of various forms of peer tutoring find similar result.

Meanwhile, according to Slavin (1982:88), cooperative script method is method of learning where students work in pairs and changes roles as to speaker or listener in summarize parts of have studied. In this method, student can be works of thinks by themselves not only relying on one of students in groups. Because, every students to demand for summarizing of material and to express their opinion in direct on their partner. On cooperative script methods there are a deal between students about roles in collaborate. The problem was solved will be inferred together. The role of the teacher just as facilitator who direct students to achieve their goals. On interaction of students there are a deal, discussion, conveying their opinion from the main ideas of materials, remind in each others from errors of concept that have summarized, make a conclude together.

The method has proved to be a good method to support students' achievement and make students an active in the learning process, because the students has a script to help them as material will be study in the pairs or group. It means that cooperative script is part of cooperative learning, by Dansereau (2006:259) explained step of cooperative script, the students form a pairs and then make a summary from text, they respond it as listener and speaker, and this method make student are more active to speak, and can increase speaking ability, the writer wants to make student speak fluently, accuracy and good pronunciation.

Moreover, Dansereau explained that there are some scripts cooperative goals namely:

a) Help students to understand the new material that was submitted to the teacher and to connect with the material prior knowledge, as well as students in training to orally

summarize, and metacognitive activities are good to train collaboration and togetherness.

b) Make the students to be an active with express their ideas.

c) Students learn and practice it to improve student collaboration in interacting with other students, so it could make the students' character better.

d) Encourage students to be skilled metacognitive which is also useful for individual learning.

Based on the goals above, the writer concluded that this method have some goals to make to easy the teachers to applied in learning process, by using script as a material to help the students be able to speak English well confidently.

According to Dansereau (2006:259), there are advantages and disadvantages of using cooperative script method, they are namely: make students active, make students can interact and care with the other, help students to understand new material, make students friendly and help students to improve speaking skill. Meanwhile, the disadvantages of using cooperative script method in teaching are needed a long time to apply this method and to take a value just in group.

METHODOLOGY OF RESEARCH

Method of Research

The method that reseracher used was the experimental method. And the factorial design was used. A factorial design is a modification of the pretest and posttest control group designs. Factorial design extend the number of relationships that may be examined in an experimental study. They are essentially modifications of either the posttest only control group or pretest and posttest control group designs (with or without random assignment), which permit the investigation of additional independent variable (Fraenkel & Wallen, 1990: 245)

Reserach Variables

There were two kinds of variables in this research. They were dependent and independent variables. The first variable is cooperative script method as an independen variable. The second variable is the students' speaking ability.

Operational Definitions

To clarify the research, some operational definitions were defined: the effectiveness, cooperative script, method, and speaking ability.

Population and Sample

Frankel & Wallen (1990: 84) assert that the population refers to all the members of a particular group. The population of this research is the eighth grade students of SMP Negeri 1 Buay Bahuga. The total numbers of the eighth grade students are 153 students. With the total number of the sample was 50 students, there were two classes. And cluster random sampling technique was uesd.

Technique for Collecting Data

In this research, all the data are collected by conducting test. The researcher administered the speaking test as the instrument to obtain the students' speaking ability.

RESULTS AND DISCUSSION

The Statistical Analysis

In this section, the researcher presents the findings of the research that was already done. Findings highlight the result normality, homogenity and hypotheses that were taken during the research. It is shown in Table 1.

TABLE 1

The result of normality, homogenity and hypotheses

	Statistical Analysis					
	Normality		Homogenity	Sample	Independent t $_{test}$	
	Kolmogorov-Smirnov	Shapiro	Levene		Ha	H0
Speaking_C. Scrip	,200*	,293	,161	50	,000	Rejected
Speaking_Con ventional	,200*	,727			**Accepted**	

CONCLUSION

Based on the analysis on findings and discussions, it was found that the students' speaking ability who are taught by using cooperative script method So, the Null Hypothesis was rejected and Alternative Hypothesis (Ha) was accepted. It can be concluded there was a

significant difference between students who were taught by using cooperative script method and students who were taught by using conventional method have a significant differences. It was found fro te statistic calculation by using independent t_{test} that p- value was 0.000 was lower mean significant difference at the 0.05 level.

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