

IMPROVING STUDENTS' SPEAKING ABILITY USING COOPERATIVE SCRIPT

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Abstract

The ability to speak English is one of the benchmarks in determining success in education, especially for students majoring in English. Cooperative script is a method of learning in which students work in pairs and alternately convey orally explain the material. This research was conducted at IKIP Siliwangi. The subjects of the research were second semester students. Classroom Action Research was used in this research. Test and interview as the instrument of the research. The finding of the research proved that cooperative script can improve students' speaking ability. It can be seen from the improvement of the students score. The students mean score of pre-test was 71.60. After the implementation of cooperative script, the mean scores of post-test 1 was 74.40 And the mean scores of post-test 2 was 79.00. It means the result of this study confirm that the application of cooperative script can improved the student speaking ability.

Keywords: CAR, Speaking Ability, Cooperative Script

INTRODUCTION

As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. The ability to speak English is one of the benchmarks in determining success in education, especially for students majoring in English. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish their education. According to Nunan in Tanjung (2018) Speaking is producing systematic verbal utterances to convey meaning. First, in spoken language, speaking must be listened by others. And second, in writing language the activity is done as a visual term. Speaking practice start with practicing and drilling set phrases and repeating models. Teaching speaking seems so difficult and challenging for English teacher, many activities are implemented in order to increase student's ability in spoken English language. Therefore, in teaching speaking, the researcher should monitor students' speech production to determine what skill and knowledge they already have got and what areas need development. The researcher should help students to develop their knowledge by providing authentic practice that prepares students for real life communication situation. Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2007: 384) as cited in Fikriyah (2019) states six classroom speaking activities. They are: Acting from script, Communication games, Discussion, Prepare talks, Questionnaires, Simulation and Role play. According to Suprijono (2009), many technique in cooperative learning to improve speaking ability, such as: Jigsaw, Think-Pair-Share, Two Stay Two Stray, Cooperative Script, Giving Question and Getting Answer, Concept Mapping, Talking Stick etc. One technique to developed student's speaking ability is cooperative script. According to Dewi (2019) study of cooperative script has an improving the result of study are to stage of from a pair, the students have a perception that they must have

the same goal so will focus to study. When studying materials, they have to share and be responsible inter-member. In this study they also decide who becomes first personate as speaker and listener. Then the stage of discussion they can compare, connect to causal, give opinion and analyzed the materials. So on the last stage, they will make a conclusion together. The speaker's role as the reader of the text and to summarize the main point in the text where as the listener's role is to listen the text, give correction, and to show main points is not complete of the text. Another role of the listener in this method is to help in remembering or memorizing the main poin in the text. This very important to make the students feel relax and enjoy in their learning activities with their friends. Cooperative script is a method of learning in which students work in pairs and alternately convey orally explain the material. The researcher asks the students to pair up, and the researcher distributed the materials for students to read and make a summary. A student as a speaker and his/her partner as a listener. The speaker read the summary, while the listener listen the speaker's say. Then they switch roles. The conclusions will be discussed with the researcher (Muttaqien, Suprijono, & Purnomo, 2021). Many previous writers have looked at or researched the same topic. Rohmah & Khotimah (2020) conducted a research entitled "*Ability of Reading Comprehension Using Cooperative Script for Non-English Department*" from the results of the assessment it can be proven that the application of the Cooperative Script method can improve students' reading comprehension. Nurfia (2020) conducted a research entitled *The Implementation of Cooperative Script Learning Model to Increase Students' Intensive Speaking Skill at SMK DDI Parepare*. The result in this research was indicated that there was the improvement of the students' intensive speaking skill. Nabila (2017) conducted a research entitled *The effect of Applying Cooperative Script Method by using Brochure and Pamphlet as a Teaching Media on the Students' Achievement in Speaking* . The finding showed that the students who taught by applying cooperative script method by using brochure and pamphlet as a teaching media get the better score than those who taught by using lecturer method. From this research, it was found that applying cooperative script method by using brochure and pamphlet as a teaching media could cause positive effect on the students' achievement in speaking, which was proven from the result of analysis. So based on the explanation above, the aim of this research is to find out the improvement of students' speaking ability when cooperative script implemented in the classroom.

METHOD

This research was conducted at IKIP Siliwangi. The subjects of the research were second semester students. Classroom Action Research was used in this research adopted from Gustadevi, Ngadiso, & Asib (2012) as cited in Parmawati, Santoso, Yana (2020) mentioned action research as a four-step cyclic process, consisting of the following steps: planning for action research, acting on the plan, developing an action plan for the next cycle, and reflecting on the process. Test and interview as the instrument of the research.



RESULTS AND DISCUSSION

Results

The researcher give a pre-test to students to know their score before treatment. In addition, the researcher prepared a post-test 1 to determine whether there is an improvement scoring of students from pre-test to post. At the beginning of the learning process the researcher give the material of the narrative texts. In the first meeting, the researcher give motivation for student to improve their speaking ability. Then, the researcher gives some materials about what is narrative text, characteristics of narrative text, structure text of narrative text, the elements of intrinsic and extrinsic text, and example of narrative text. Next, the researcher ask the students to pair up, and they distributed the materials for students to read and make a summary. A student as a speaker and his/her partner as a listener. The speaker read the summary, while the listener listen the speaker’s say. The researcher choose student at the right of the table to be a speaker and the left one to be listener. And then, the left students ask to retell the story. The students who retell the story are 10 students. For the last, the researcher give conclusions about this meeting. The researcher noted is various aspects such as situations on the classroom in learning process, the students active in participation to the teaching and learning activities, and so forth. Related to the participation of the students, there are some students who do not pay attention when the researcher provides materials such as chatted. Besides that, there are some students who do not work the summary, they only read the story. But for the listener, they have good listen. In the test, still there miss in pronunciation, vocabulary, grammar and understanding. But all of the process and the test, they are good students. The researcher analyzed the achievements and progress of the students in participating to the process of teaching and learning activities. The researcher also discussed the results of the implementation of action research and decides if this action should be continued or not. Based on the conclusions of first post-test, the researcher decided that it is necessary to continue the action in cycle 2 because a few of students get significant score. Based on the results of the first cycle, the researcher continue action at the cycle 2 by making several improvements such as the students activities and also something that supports the processes involved in teaching and learning.

The researcher modified the lesson plan based on the reflection of the results of the first cycle. The students work the summary, they have good listen, and for the test, they have score better than previous test. Reflection in Classroom Action Research (CAR) is made after getting the result of field notes and post-test 2. In other words, efforts to improve students’ speaking ability using cooperative script activities have been realized and have a satisfying result for the researcher. Therefore, the researcher decided to stop the Classroom Action Research (CAR) because it has been successful.

Table 1. The average score of pre test based on the component of speaking skill

Grammar	Pronunciation	Fluency	Comprehension	Vocabulary
70	72	72	72	72

Table 2. The average score of post test 1 based on the component of speaking skill

Grammar	Pronunciation	Fluency	Comprehension	Vocabulary
72	75	75	75	75

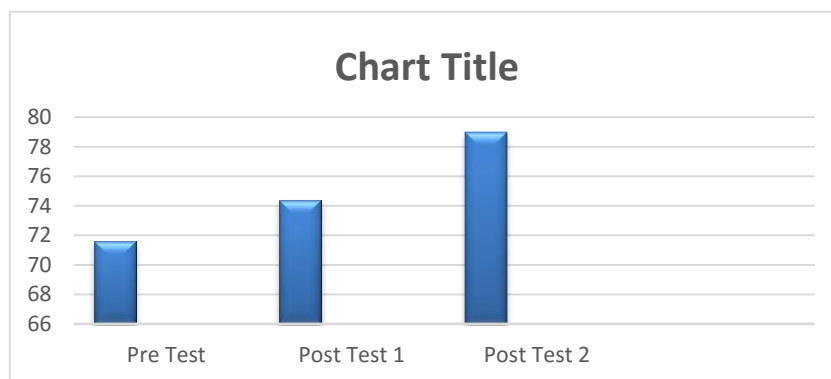
Table 3. The average score of post test 2 based on the component of speaking skill

Grammar	Pronunciation	Fluency	Comprehension	Vocabulary
75	80	80	80	80

In the result of interview, 28 students said that cooperative script can improve their speaking skill. They can improve not only in speaking, but also in reading, listening, writing, pronunciation, vocabulary, etc. Their ability in speaking is better than before.

Discussion

The finding of the research proved that cooperative script can improve students’ speaking ability. It can seen from the improvement of the students score. The students mean score of pre-test was 71.60. After the implementation of cooperative script, the mean scores of post-test 1 was 74.40 And the mean scores of post-test 2 was 79.00. It means the result of this study confirm that the application of cooperative script can improved the student speaking ability. The result of test can be seen in the following a diagram.



CONCLUSION

The implementation of cooperative script activities can improve students’ speaking ability. It may be explained by several facts. First, in given pre-test before teaching and learning process by using cooperative script, the students mean score is 71.60, 74.40 post test 1 and 79.00 post test 2. Second, during the teaching and learning process, it can be described that the class atmosphere is positively, although there some obstacles in learning process in the classroom. Based the result of interview, students give positive respond during the implementation of cooperative script activities.

ACKNOWLEDGMENTS

All praise to Allah SWT for blessing, health, opportunities, and giving consistency, so the researcher can complete this research to the end. The researcher hope that this research can be useful for others as a reference in making analysis projects.

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