The Implementation of Cooperative Script Technique to Improve the Students' Speaking Skill

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Abstract

The objective of this study was to find out whether the implementation of the Cooperative Script technique could improve students' speaking skills at SMA Negeri 3 Majene of second grade students. The method used in this study was quantitative research through a quasi-experimental design. The population was the social second grade students of SMA Negeri 3 Majene. There was XI IPS 1 as the experimental class and XI IPS 2 as the control class. The sample used for the research consisted of saturated sampling, consisting of two classes: XI IPS 1 and XI IPS 2. The result of this research shows that the Cooperative Script technique has a positive result in improving students' speaking skills. It can be proven by the students' average scores from pre-test and post-test. It means that the Cooperative Script technique has a significant effect on students' speaking skills. It proved by the result of the testing Independent Sample T-test with the value of Sig. (2-tailed) was 000,0 < 0,05. It can be concluded that Ha means Cooperative Script technique has significance effect to improve students' speaking skill was accepted and H0 means Cooperative Script technique has no significance to improves students' speaking skill was rejected. Then, the results of the questionnaire analysis regarding students' perception of the Cooperative Script technique, it showed that most students agreed that Cooperative Script technique makes them more active and easier to express opinions during the learning process, in this case helps students in speaking English.

Keywords: *cooperative script; implementation; speaking skill*

Introduction

Speaking is a major skill in communication. Human beings talk and listen generally, which is how they have a connection each other. Speaking is the ability to inform ideas, opinions, communicate with each other or how to respond back to them. Especially for students, speaking skills are most important to students' progress and achievement as the language learners. According to Bahrani and Soltani, (2012), "Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them." That's why this ability needs improvement because they will have difficulty communicating. If students' speaking ability is still lacking, it will have a negative impact on students' development.

In this case, the researchers discovered the same issues discussed above on second grade students at SMA Negeri 3 Majene. As Mr. Muhammad Subhan said as the English teacher, in the learning process, students do not have the courage to speak English due to several factors that include the aspects of speaking skills.

After the researchers conducted several searches regarding the methods that are suitable for students' speaking ability problems, the researchers decided to try to implement the Cooperative Script technique. Cooperative Script is one of the cooperative learning models. Based on the research journal, Nurfia R. et al. (2020), explained based on the expert Robert E. Slavin, said that "Cooperative learning is an old idea in education which has experienced a substantial revival in educational research and practice in the past few years." They concluded that it means cooperative learning is prioritized in solving problems and applying knowledge and skills in order to achieve common goals.

According to Abdullah (2016), "Cooperative Script is kind of method that requires cooperation among students as its name, Cooperative is cooperation; help each other, or mutual assistance, while the script is writing someone, or a paper document." While Hasibuan (2011) states that, "Cooperative Script technique is a learning technique that needs cooperation between two people or more, as a speaker and listener." So, Cooperative Script was a group learning discussion in which students cooperated with their partners to analyze the content of the script. Then one of them would be a speaker and their partner would be a listener. The student who was the listener gives feedback in a way detects and corrects any errors in what they have been listening to.

Method

The research design of this study used quasi-experimental design, which used quantitative methodology. White and Sabarwal (2014) said, "Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristic." The participants of the study were divided into two groups: experimental and control group. A pre-test and post-test were administered to those two groups. The population of this research

was second-grade (Social class) at SMA Negeri 3 Majene in the academic year 2021/2022 which consisted of two classes. The total number of students was 40 students. XI IPS 1 as a treatment class and the XI IPS 2 as a control class. The researcher took the sample by using saturated sampling which is all the population numbers as the sample. According to Sugiyono (2001:6) Saturated sampling is a sampling technique when all number of the population used as a sample, as defined by Susilana (2015).

The data was collected from the instrument of this research. There were test, treatment and questionnaire.

A Pre-test was used to measure the student before giving a treatment. The researcher measured the students' speaking ability by test. After giving a pre-test, the researchers gave a treatment Cooperative Script technique. In the end, it was a post-test. Then in this research, the researcher was give oral test to each of students based on the topic, to measure students' capability in speaking.

In this research, the teaching experiment ran for four meetings. It consisted of one meeting for the pre-test, two meetings for treatment, and the last meeting for the post-test. Each meeting lasted about 90 minutes.

Gratton and Jones (2010) defined simply, "A questionnaire is a standardized set of questions to gain information from a subject". The researchers saw the students' perception about Cooperative Script technique, which was used in forming the questionnaire of the study.

Research Instruments used in this research were Speaking Test and questionnaire. In this speaking test, the researchers gave scores based on the four English speaking ability classification. The four English speaking ability scoring classification can be seen below: (a) Fluency, (b) Grammar (b) Vocabulary (c) Pronunciation. In analyzing the data from the questionnaire used Likert Scale to see the Cooperative Script technique to improve students' speaking skill. The Likert scale used in the following table:

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

To analyze the data and to find if there was any influence of the implementation of the Cooperative Script technique to improve students' speaking

skills. The researchers used the Statistical Package for Social Science (SPSS). The researchers used an independent T-Test with N-Gain in SPSS to see if there were any differences between mean scores of the experimental and control groups. To analyze the questionnaire, the researchers used the formula as follows:

$$P= \frac{F}{N} \ X \ 100 \qquad \text{Explanation: P = Percentage}$$

F = The frequency of items
N = Total respondent

Jannah, (2019)

Results

Students' Speaking Skill
1. Experiment Class
   The researchers used the statistical calculation to analyze the tests given for this research. There were two types of the test, Pre-test and Post-test. The result of the Pre-test and Post-test can be seen from the following the table.

Table 1. the scores of Pre-Test and Post-Test from Experimental Class

Pre-Test			Post-Test		
The Total Students	Score	Category	The Total Students	Score	Category
5	70	Good	5	80	Good
10	65	Fair	11	75	Good
4	60	Poor	4	70	Good
1	55	Poor			

After knowing the result of the pre-test and post-test of experimental class, the researchers also reserved the bar chart below:

Figure 1. The frequency of students' score in Pre-Test of Experiment Class.
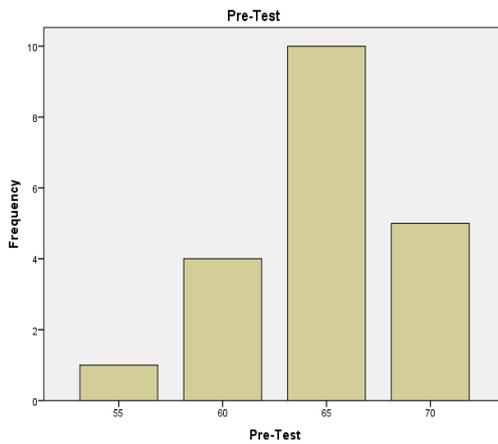

Figure 2. The frequency of students' score in Post-Test of Experiment Class.
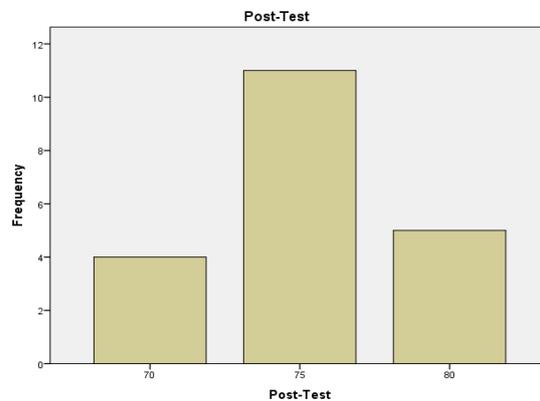
The figure 1 and figure 2 showed the scores from 20 students in the experimental class. It could be seen the highest score in the post-test was 70, while the highest score in the pre-test was 80. Whereas the lowest score in the pre-test was 55 and the highest score in the pre-test was 70. According to figure 4.1, in the experimental class, the student's score got increasing from pre-test to post-test score.

Table 2. the Descriptive Statistic of Experiment Class.

Descriptive Statistics

N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
20	15	55	70	1295	64,75	4,128	17,039
20	10	70	80	1505	75,25	3,432	11,776
20							

Table 2. showed the score of range pre-test was 15, the minimum score was 55, the maximum score was 70, the summarize was 1295, the mean score was 64,75, the standard deviation score was 4,128, the varian score 17,039. The post-test range score was 10, the minimum score was 70, the maximum score was 80, the summarize score was 1505, the mean score was 75,25, the standard deviation score was 3,432, the variance score was 11,776.

2. Control Class

From Control Class also categorized into two types, such as Pre-Test and Post-Test. The researcher analyzed the students' score by using statistical calculation. The result arranged into the table 3. below:

Table 3. the scores of Pre-Test and Post-Test from Control Class

Pre-Test			Post-Test		
The Total Students	Score	Category	The Total Students	Score	Category
11	65	Fair	2	70	Fair
5	60	Poor	8	65	Fair
4	55	Poor	10	60	Poor

After knew the result of the Pre-Test and Post-Test from Control Class, the researcher also reserved the figure 3 below:

Figure 3. the frequency of Pre-Test from Control Class.
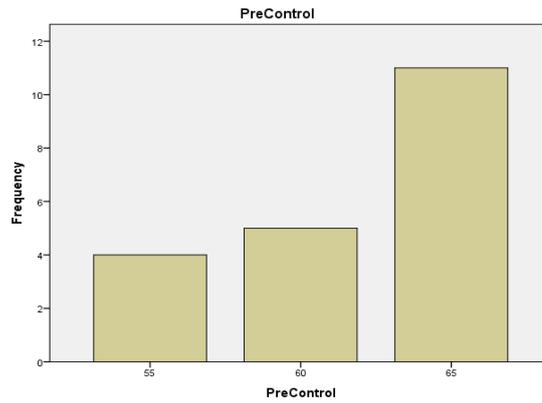
Figure 4.the frequency of Post-Test from Control Class.
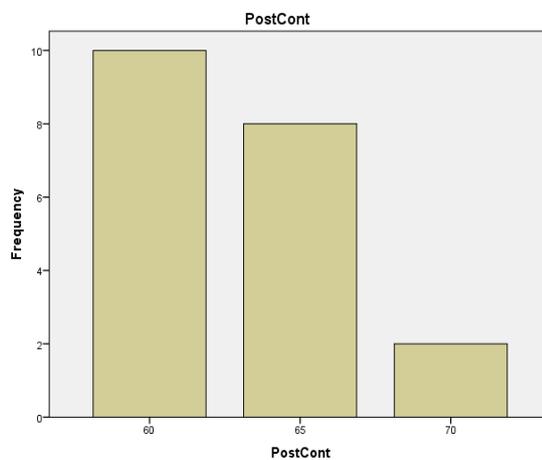
The comparison of figure 3. and figure 4. showed the highest score of pre-test and post-test and the lowest score of pre-test and post-test from 20 students in the control classes. The highest score in pre-test was 65 and the highest score in post-test was 70. Whereas, the lowest score in pre-test was 55 and the lowest score in post-test was 60.

Table 4. the Descriptive Statistic from Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance

	Stati stic	Stati stic	Stati stic	Stati stic	Stati stic	Statist ic	Statist ic	Statist ic
PreCont	20	10	55	65	123 5	61,75	4,064	16,51 3
PostCont	20	10	60	70	126 0	63,00	3,403	11,57 9
Valid N (listwise)	20							

It could be seen the scores from the table 4. above, the scores from Pre-Test categorized into range was 10, minimum was 55, maximum was 65, summarize was 1235, mean was 61,75, standard deviation was 4,064, variance was 16,513, skewness was -0,766 and standard error was 0,512, the last kurtosis with -1,002 score while the standard error was 0,992. Whereas from the Post-Test scores categorized into, range was 10, minimum was 60, maximum was 70, summarize was 1260, mean was 63,00, standard deviation was 3,403, variance was 11,579.

The value of normality tests below, the researchers used Social Package for Social Science (SPSS) 20.

Table 5. the tests of normality from Experiment Class and Control Class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	pre-test experiment	,274	20	,061	,856	20	,057
	post test experiment	,279	20	,052	,807	20	,062
	pre test control	,338	20	,063	,734	20	,053
	post test control	,296	19	,055	,770	19	,056

On the table 5. above showed the value of Sig from Pre-Test Experiment Class was 0,056 while from the Post-Test of Experiment Class was 0,062. It means that 0,056 > 0,05 and 0,062 > 0,05. Then, from the Control Class, the value of Sig from the Pre-Test was 0,053 while the value of Sig from Post-Test was 0,056. It means that 0,053 > 0,05 and 0,056 >0,05. So that, the researcher concluded that from the Experimental Class nor the Control Class have values of Sig were higher than 0,05. After knowing the final result, the data of Experimental Class and Control Class were included normally distributed.

Table 6. Test of Homogeneity of Pre-Test Experiment and Control Class

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
,860	1	38	,360

If the value of Sig > 0,05, it is mean the data distribution have same variance or homogeneity. Therefore, based on the table 4.6, could be seen the value of Pre-Test from Experimental and Control Class on the Sig. value was 0,360 which means that the value was higher than 0,05.

Table 7. Test of Homogeneity of Post-Test Experiment and Control Classes

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
,860	1	38	,360

Based on the table 7. showed the value of Sig. was 0,360. As the description above that if Sig. value > 0,05 which means the variance of data was same or homogeneous. Meanwhile the value of Sig. of Pre-Test Experiment and Control Classes was higher than 0,05, which means the data distribution was same or homogeneous.

Hypothesis Testing Result
1. Independent Sample T-test

Table 8. Independent Samples Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

NGain_ Percent	Equal variances assumed	2,408	,129	9,780	38	,000	26,94444	2,75504	21,36716	32,52173
	Equal variances not assumed			9,780	34,571	,000	26,94444	2,75504	21,34894	32,53995

After getting the value Sig.(2-tailed) as the determinant whether the difference has no significant effect or not in the Experimental Class and Control Class. We could see the formula below:

H0: Cooperative Script Technique has no significant effect toward students' speaking skill.

Ha: Cooperative Script Technique has significant effect toward students speaking skill.

With decision criteria as follows:

1) If value of Sig. (2-tailed) < 0,05 it means that Cooperative Script Technique has significant effect towards students' speaking skill.

2) If value of Sig. (2-tailed) > 0,05 it means that Cooperative Script Technique has no significant effect towards students' speaking skill.

On the table 4.8 it is known that the t-value of students' improvement was 9,780 with value of Sig. (2-tailed) was 0,000. As the criterias above, if the value of Sig. (2-tailed) < 0,05, the Ha accepted and H0 rejected. Furthermore, the value of Sig. (2-tailed) was 0,000 which means < 0,05. It can be concluded that the Ha accepted and H0 rejected. As of the result, the hyphothesis of this study which says " The Implementation of Cooperative Script Technique to Improve Students' Speaking Skill of SMA Negeri 3 Majene of Second Grade Students " was accepted.

2. Students' Perception

In this section was answering the second research question about students' perception after learning by using Cooperative Script technique. Relating to the data analysis in the questionnaire, the researcher can conclude that the students' interest in teaching English by using Cooperative Script technique and the students gave good response towards the questionnaire.

Discussion

Hypotheses Analysis

The description of the data collected through the test as explained in the previous section shows that the students' speaking skill was improved. The researchers successfully collected and processed data. In terms of implementing cooperative learning in improving students' speaking skills, the Cooperative Script technique has proved in this research. Based on the data from the test, the Cooperative Script technique was effective in improving students' speaking skills. It was supported by the findings of the research that dealt with students' scores before and after the implementation of the Cooperative Script technique in the learning process has increased scores. It can be seen that the mean score on the pre-test was 64.75 and become 75.25 on post-test. The result showed that there was a significant difference between pre-test and post-test. The previous researcher, Afriani (2019), said that the students' speaking skills built up after they were taught with the Cooperative Script technique.

The independent sample T-test result using by SPSS 20 version found that the significant value or Sig. (2-tailed) was 0,000 < 0,05. It means that there was a significance effect of the implementation of the Cooperative script technique to improve students' speaking skills. To ensure the result, it can be analyzed by the mean score gap of the post-test between the experimental class and control class. It was found the mean score of the post-test was 75,25 from the experimental class while the control class was 63,00. It can be seen that the gap in students' scores between two classes was 12,25. Related to the result, the previous researcher, Hamdan, (2021) said that more importantly in conducting the treatment through Cooperative Script, the students had high motivation for learning English. The researchers also explained that students were very interested, enthusiastic, and challenged in learning.

The researchers concluded that the Cooperative Script technique can be one of the recommended methods in terms of improving students' speaking skills. In order to complete the task, the teacher and students must interact by providing information, summarizing it together and sharing the task. It was supported by Dewi (2019) who concluded the result of the observation from the first meeting until the last meeting, the researchers found the improvement of the speaking skills and the positive character of the students in the learning process.

Questionnaire Analysis

The data gathered using a questionnaire was distributed to twenty students as the participants. The questionnaire containing students' perceptions toward the Cooperative Script technique has been completed. The data analysis showed the majority of all students were satisfied using the Cooperative Script technique. Students felt more motivated to learn and they were more active during the learning process. It was supported by Hamdan (2021) who mentioned that the strengthens of Cooperative Script method were could made the students more active in speaking and also made them brave to speak English.

In addition, the Cooperative Script technique put students into pairs where they had to share ideas with others. Students felt excited and enjoyed expressing ideas if they were working together to complete the task. Also, all students' answers agreed if the Cooperative Script technique was applied in English matter. It was supported by Astuti (2017), who explained that one of the strengths of the Cooperative Script is that the students can interact and care with each other, make students friendly and help each student understand new material.

Through the analysis of the questionnaire, the researchers defined the Cooperative Script technique as enjoyable for students. Most of all students agreed that the Cooperative Script technique applied in the learning process meant students were more active and motivated to learn English. Students also felt it was easier to express their ideas. Related to the explanation, the previous researchers also gathered the same result, such as Sasmita (2017), that the cooperative script method can make the students develop independent thinking in order to share new ideas from the subject matters they have handled in the classroom and learning experience. Nurhayati (2021) said that the Cooperative Script model needs to be implemented in English learning because it will be able to create a positive situation that arise and provide students to be always practice in improving their speaking skills.

However, the process of teaching speaking by using the Cooperative Script technique ran successfully since it could improve students' speaking skills. The mistakes that occurred during the research can be fixed by giving students longer treatments; therefore, they have more time to explain their ideas. In conclusion, the Cooperative Script technique is one of the best learning strategies that can help students improve their speaking achievement.

Conclusion

The researchers drew some conclusions as follows: (1) The implementation of the Cooperative Script technique can improve the students' speaking skills of SMA Negeri 3 Majene at second grade students. Based on the results of students' test scores, it showed that post-test scores were higher than pre-test scores in the experimental class. The mean score of the pre-test was 64,75, while the mean score of the post-test was 75,25. Furthermore, the calculation of the Independent Sample T-test showed that the Cooperative Script technique has a significant effect in improving students' speaking skills, which means the alternative hypotheses were accepted and the null hypotheses were rejected. The researchers concluded that Cooperative Script technique can improve students' speaking skills. (2) Through the Cooperative Script technique, there were some benefits for students. It gave students the opportunity to work together in pairs by sharing their ideas to achieve the group's goal. Also, it gave the opportunity for students to speak one by one to tell their pair's group, so that there was no student dominating the discussion. In addition, the students had a positive perception of the use of the Cooperative Script technique to increase their speaking skills. The data was supported by the fact that,

from the result of questionnaire analysis on chapter IV, the majority of all students in the experimental class agreed that the Cooperative Script technique made students more active in expressing their ideas in the teaching and learning process.

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