

# ***THE EFFECT OF COOPERATIVE SCRIPT METHOD ON THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 PEKANBARU***

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**Abstract:** *This pre-experimental study is aimed at finding out if there is a significant effect of Cooperative Script method on the speaking ability of the second year students of SMAN 1 Pekanbaru. The design of the study is one group pre-test-treatment-posttest design. 37 students of class XI MIA 1 in the second semester of academic year 2016/2017 were chosen as the sample by using Cluster random sampling. The instrument of the test was in the form of monologue and the treatment was conducted in six times. The students' scores were graded by the three raters using Brown's scale and analyzed using t-test formula. The results of the data analysis showed that the mean score of pre-test is 51.56 and the mean score of post-test is 67.44. The result showed that the value of t-test was higher than t-table ( $11,975 > 2,028$ ) at the significance level 5% and at the significance level 2% ( $11,975 > 0,3810$ ). Therefore, alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It can be concluded that there is a significant effect of Cooperative Script method on the improvement of speaking ability of the second year students of SMAN 1 Pekanbaru.*

**Keywords:** *Effect, Cooperative Script Method, Speaking Ability*

# **PENGARUH DARI METODE COOPERATIVE SCRIPT TERHADAP KEMAMPUAN BERBICARA SISWA-SISWA KELAS SEBELAS DI SMAN 1 PEKANBARU**

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**Abstrak:** Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari metode Cooperative Script terhadap kemampuan berbicara siswa-siswa kelas sebelas di SMAN 1 Pekanbaru. Rancangan penelitian ini yaitu terdapat satu kelompok pretest-treatment-posttest. 37 siswa kelas XI MIA 1 pada semester kedua tahun akademik 2016/2017 terpilih sebagai sampel menggunakan Cluster random sampling. Instrumen tes berbentuk tes monolog dan topiknya adalah Analytical Exposition. Nilai-nilai para siswa dinilai oleh tiga orang rater menggunakan skala Brown dan dianalisa menggunakan rumus t-test. Hasil analisis data menunjukkan bahwa rata-rata skor pre-test adalah 51.56 dan nilai rata-rata post-test adalah 67.44. Dengan kata lain, nilai rata-rata post-test lebih tinggi dari pre-test. Hasil penelitian ini juga menunjukkan bahwa nilai t-test lebih tinggi dari t-tabel ( $11,975 > 2,028$ ) pada tingkat signifikansi 5%. Oleh karena itu alternatif hipotesis (H1) diterima dan nol hipotesis (Ho) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari metode Cooperative Script terhadap peningkatan kemampuan berbicara siswa-siswa kelas sebelas di SMAN 1 Pekanbaru.

**Kata Kunci:** Pengaruh, Metode Cooperative Script, Kemampuan Berbicara

## INTRODUCTION

Speaking is one of important skills in learning a language. Many language learners regard that speaking ability as an important indicator of mastering the language. Richards and Renandya (2002) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Foreign language learners need to know how to deliver different purposes, the needs of listeners and the situation where the conversation happens.

Nunan (1989) states that teacher should be wise to choose the way how to teach speaking and find the effective way provoke students to speak because the goal teaching speaking is to develop the students' competence in order to convey their ideas and opinions by using English.

Based on the writer observation when she did her practice teaching (teaching practicum) in the classes of second year students in SMAN 1 Pekanbaru, the students still face difficulty to express their ideas orally in English. They still keep silent when the teacher asks them to interact using English in the classroom. They do not want to speak English, feel shy and not confident, lack of vocabulary, afraid of having mistake in grammar. Therefore, the students have lack of participation in classroom interaction, especially students whose skill is average. Then, the writer interviewed some English teachers about the way of students to be able to speak English well and easier to understand about the lesson. They answered that the students can be easier to understand a lesson and can speak English better because they interact to each other not merely by listening to the teacher's explanation.

Harmer (2009) also states that good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Therefore, the writer would like to investigate one of Cooperative Learning methods that can be applied in teaching English at SMAN 1 Pekanbaru namely Cooperative Script Method.

Cooperative Script is one of methods in cooperative learning. Dansereau (1988) explains that Cooperative Script is one method of learning, by which students work in pairs and take turns verbally, to recapitulate portions of the material being studied. In addition, Cooperative Script method is the one of cooperative learning methods that used to support teaching speaking. In this case, the writer used the steps of Cooperative Script proposed by O'Donnell and Donald Dansereau (1986) in Polawasti (2015) are : (1) Partners worked together to learn text material; (2) The text is broken down into sections and both partners read the first section; (3) One partner summarizes the material for his or her partner, who in turn provides a critique of the summary; (4) Both partners elaborate the information, and they then alternate roles for the second section of the text, continuing in this way until they have completed the reading; (5) They then review the material together .

## RESEARCH METHODOLOGY

This is pre-experimental research. According to Price and Oswald (2006), it is a type of evaluation which is aimed to determine whether a treatment has the intended effect on participants. This research tried to see whether the treatment had an intended effect on the students' speaking ability. In this research, One Group Pretest-Posttest design was used. It means that the sample is one class only. This One Group Pretest-Posttest design involves a single group that is pretested ( $O_1$ ), exposed to a treatment (X), and post-tested ( $O_2$ ).

The activity in performing this research can be shown in this schema;

$$(O_1 \rightarrow X \rightarrow O_2) \text{ (Gay: 2000).}$$

In a One Group Pre-test – Post-test design, the writer investigates the effect of Cooperative Script method on the speaking ability of the second year students of SMAN 1 Pekanbaru.

In conducting the one group pre-test and post-test design, the writer needs to really understand the process in order to conduct the research well. This research process is : pre-test – treatment – post-test.

The population of this research is all the second year students of SMAN 1 Pekanbaru of the academic year 2016/2017. There are 9 classes. Each class consists of twenty six up to thirty eight students. Below is the table of the population of the second year students of SMAN 1 Pekanbaru.

**Table 1. The Population of the Second Year Students of SMAN 1 Pekanbaru**

Classes	Total of Students
XI MIA 1	37
XI MIA 2	38
XI MIA 3	32
XI MIA 4	33
XI MIA 5	33
XI MIA 6	33
XI MIA 7	27
XI MIA 8	28
XI MIA 9	26
Total	287

Source: Teachers office of SMAN 1 Pekanbaru

The sample was selected by using cluster random sampling technique. Cluster random sampling is used when there are well-defined clusters (groups) within the population. Gay and Peter (2000) state cluster random sampling means that the sampling in which groups, not individuals, is randomly selected. To know which class as the sample, the writer prepared nine pieces of paper. On one of the papers is written the word "sample" and the others are blank. Then, the chairman of each class is required to choose one of the papers. The one who get the paper written with "sample", his or her

class was chosen as the sample of the research. The sample selected in this research was the second year students of SMAN 1 Pekanbaru with the total of students is 37. They were exact science students (XI MIA 1).

In doing this research, the pre-test, treatment and post-test were given to the students. In this research, referring to Brown's scale (2010) the students' ability was observed and evaluated based on their performance in terms of pronunciation, grammar, vocabulary, fluency, comprehension and task. The results of the test were assessed by the three raters in order to gain the results of the test objectively.

Based on the syllabus, the teaching materials are about Conditional Sentences Type 1, Factual Reports, Analytical Exposition and Biography. In this research, however the writer just chose Analytical Exposition to make students focus and easily understand on learning about it. So the writer prepared some instruments for pre-test and post-test. It carried out to know the students' ability before and after the test by using Cooperative Script method.

This research was conducted during 4 weeks or 8 meetings by the writer herself. A pre-test and a post-test were used to collect the data in this research. The pre-test was conducted in the beginning of attending class (pre-test was given before doing the experiment) to know students' knowledge and achievements of the speaking's material and the post-test was conducted in the end of attending class to know students' knowledge and achievements of the speaking's material after being given the treatment. The pre-test and the post-test are in the oral test form. These pre-test and post-test were conducted by giving a script to students then they were given a time to memorize. After that, they were asked to speak based on the script given to them.

Treatment was conducted in six times by explaining the material and also the steps that students must do as long as the treatment is conducted. The person who taught the students is the researcher herself. Referring to O'Donnell and Donald Dansereau (1986) in Polawasti (2015). The treatment procedures were as following: first, the teacher divided the students in pairs. Second, the teacher gave a material about Analytical Exposition text to each student then asked the students to work together to learn the text material. Third, the text was broken down into sections and both partners read the first section. Fourth, one partner summarized the material for his or her partner, who in turn provided a critique of the summary. Fifth, both partners elaborated the information, and they then alternated roles for the second section of the text, continuing in this way until they had completed the reading. The last, they then reviewed the material together.

The writer used the voice recorder to record the students' speaking ability in pre-test and post-test when they performed. Then, video recorder were used when the students performed the speaking ability by using Cooperative Script method.

To analyze the data, the writer employed the following formulas:

$$\text{Total Score (TS)} = P + G + V + F + C$$

Where: TS = total score  
 P = students Pronunciation  
 G = students Grammar  
 V = students Vocabulary  
 F = students Fluency

C = students Comprehension

To know the real score of students, the following formula was used:

$$RS = \frac{TS}{30} \times 100$$

Where: RS = real score for each individual

TS = total score of speaking aspects

To know the students' ability in speaking, formula of the average score was applied.

$$X = \frac{\sum x}{N}$$

Where: X = the students' average score

$\sum x$  = the students' score

N = the number of students

(Hatch & Farhady, 1982)

## RESULTS AND DISCUSSIONS

The writer presented the result of the test showing the students' ability in each aspects of speaking. In speaking, the test covered in six aspects, they are grammar, vocabulary, comprehension, fluency, pronunciation and task. The writer presented the finding based on the data obtained from three raters who have had an experience in teaching for ten years and got Sarjana degree in order to make the data more objective, valid and reliable.

### The Result of the Pre-test

As mentioned previously, before using Cooperative Script method in the learning process the writer conducted a pre-test to see the entry behaviour before Cooperative Script method was applied. The assessment was done by obtaining the score from the three raters. It was found out that the average score of the students' speaking ability in the pre-test was 51.56. The details can be seen in the following table:

**Table 2. Students' Ability in Each Aspect of Speaking in the Pre-test**

<b>Aspects of Speaking</b>	<b>Average (R1+R2+R3)</b>
Grammar	52.43
Vocabulary	49.36
Comprehension	61.25
Fluency	49.18
Pronunciation	52.43
Task	44.68
<b>Average Total Score</b>	<b>51.56</b>

Table 2. shows that the average score in aspect of 'grammar' is 52.43. then, 'vocabulary' is 49.36, 'comprehension' is 61.25 'fluency' is 49.18, 'pronunciation' is 52.43, and 'task' is 44.68. Based on the previous description, the lowest score of the six aspects of speaking is task and the highest one is comprehension.

### **The Result of the Post-test**

A post-test was administrated after doing the pre-test and treatment for six meetings. The post-test used the same test with the pre-test in order to measure the difference before and after treatment that was taught by using Cooperative Script method. The results were also collected and calculated by three raters. It was found that the average score of students' speaking ability in post-test was 69.04. The details can be seen in the following table:

**Table 3. The Students' Ability in Each Aspect of Speaking in the Post-test**

<b>Aspects of Speaking</b>	<b>Average (R1+R2+R3)</b>
Grammar	69.90
Vocabulary	68.10
Comprehension	71.53
Fluency	65.76
Pronunciation	65.40
Task	63.96
<b>Average Total Score</b>	<b>67.44</b>

Table 3. shows that the average score of 'grammar' is 69.90. Then, the average score of 'vocabulary' is 68.10. The average score of 'comprehension' is 71.53. The average score of 'fluency' is 65.76. After that, the average of 'pronunciation' is 65.40 and the average score of 'task' is 63.96. Based on the previous description, the lowest score aspect of speaking is in task and the highest one is in comprehension. The average score of the students' ability in speaking increased from the pre-test average score of 51.56 to become average score of 67.44 in the post-test.

## Hypothesis Analysis

In this research, “t” test formula was used to compare pre-test and post test results in determining whether the hypothesis could be accepted and also measure whether the instruments in treatment could give an effect on students’ speaking ability or not.

In performing pre-experimental research, hypothesis is required to see whether there is a significant difference after the method was completely performed. The mean of pre-test score (X) achieved by the second year students is 51.56. Furthermore, when the treatment had given to the students, the enhancement of students’ speaking ability occurred. The improvement could be seen in their mean score as shown in post-test results (Y), 67.44. The margin of pre-test and post-test achieved is 15.88. Aside from the enhancement score of pre-test and post-test, in order for the hypothesis could be accepted, the results of “t” test formula is also required. The “t” test formula is shown in the table 4.

$$\begin{aligned} T \text{ table} &= n-1 ; \alpha/2 \\ &= 37-1 ; 0,05/2 \\ &= 36 ; 0,025 \\ &= 2,028 \end{aligned}$$

**Table 4. T-Test Table**

**Paired Samples Statistics**

		Mean	M	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	67,44	6	3	4,5423	,7467
	Pretest	51,56	5	3	9,3714	1,5406

Based on the table 4. the mean score of pre-test is 51.56 and in the post-test is 67.44. The difference of mean score between pre-test and post-test is 15.88. the gap of mean score shows the effect of students’ speaking ability test after treatment. So, the spread of values in the sample of pre-test is 9.3714 while standard error of mean is 1.5406. Besides that, the standard deviation and standard error for post-test is 4.5423 and 0.7467.

**Table 5. Paired Samples Test**

**Paired Samples Test**

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	5,8875	,0700	,3267	3,1968	8,5782	1,975	6	,000

Based on the data above, the results of the t-test is 11.975, meanwhile the t-table is 2.028. Therefore, it could be concluded that there is a significant difference between pre-test and post-test. In other words the alternative hypothesis of this research, “There is a significant effect of Cooperative Script method on the speaking ability of the second year students of SMAN 1 Pekanbaru “ is accepted and null hypothesis is rejected.

After knowing the mean, the standart deviation and the standard error score, there was paired samples correlation table that explained the correlation of pre-test and post-test. The paired sample correlation can be seen on the table 4.5 below:

**Table 6. Paired samples Correlations**

**Paired Samples Correlations**

	N	Correl ation	Sig .
air 1 Pretest Posttest &	37	,509	,001

Considering the data shown on the table 6. the correlation coefficient is 0.509 which the number of students are 37 students.

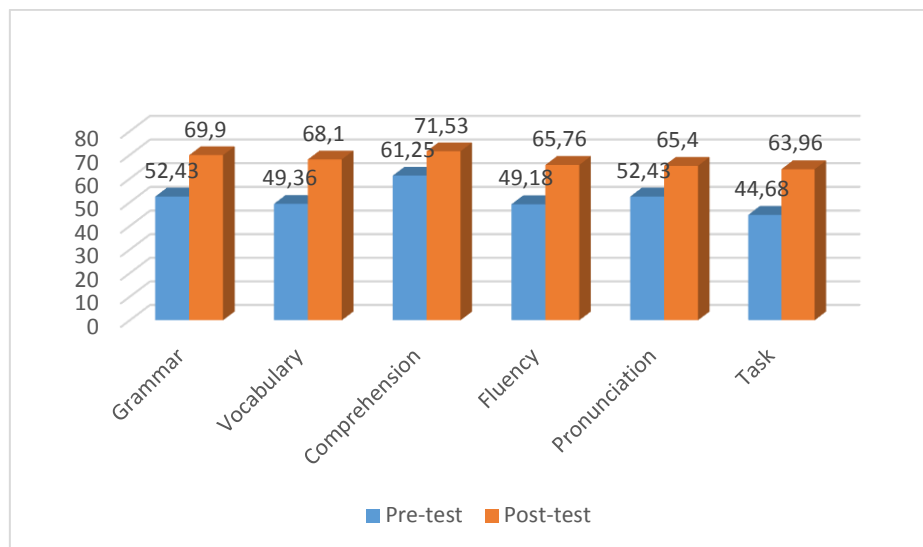
### **The Comparison between Students’ Speaking Score in the Pre-test and the Post-test**

Based on the research conducted, it showed a positive results enhancement in speaking ability. Their improvement in speaking score had been proven through their pre-test score. The comparison of their score is presented in the following table:

**Table 7. The Increase in Each Aspect of Speaking in the Pre-test to the Post-test**

No	Aspects of Speaking	Average Score		Increase of Scores
		Pre-test	Post-test	
1	Grammar	52.43	69.90	17.47
2	Vocabulary	49.36	68.10	18.74
3	Comprehension	61.25	71.53	10.28
4	Fluency	49.18	65.76	16.58
5	Pronunciation	52.43	65.40	12.97
6	Task	44.68	63.96	19.28

**Chart. 1. The Comparison of Student’s Speaking Aspects in the Pre-test to the Post-test**



As it can be seen in the table 7. the students' average score significantly increased. In addition, the improvement of the students' average score in pre-test and post test is also quiet good.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the result in previous section, it can be concluded that there was an improvement of students' mean score after being taught by using Cooperative Script method. After analyzing the data of this study, some conclusions can be drawn. It can be concluded that Cooperative Script method is effective to teach speaking since there is an improvement that the second year students of SMAN 1 Pekanbaru made on speaking about retelling a monologue. It can be seen from the increase in the post-test score which was 67.44. Meanwhile, the pre-test score is 51.56. The result showed that there was a significant difference between pre-test and post-test.

Furthermore. It was found out that the score of t-test (11.975) was higher than t-table (2.028). It means that the alternative hyphotesis was rejected and the null hyphotesis was rejected. In other words, there is a significant effect of Cooperative Script method on the speaking ability of the second year students of SMAN 1 Pekanbaru.

For those reasons, it can be concluded that the implementation of Cooperative Script method can be an alternative method in supporting teaching and learning through speaking. So, the research question is answered that Cooperative Script method has a significant effect in teaching students' speaking ability.

## Recommendations

Based on the implementation of Cooperative Script method in teaching speaking to the second year students of SMAN 1 Pekanbaru, the writer would like to offer two recommendations. The recommendations are expected to be beneficial for the teachers and students in teaching and learning English especially in teaching speaking. They are as follows:

1. Teachers should give more time for speaking practice. By practicing speaking in class, students can get used to speaking in English. Cooperative Script method can be an alternative method to teach in the classroom. It can also be a consideration to use Cooperative Script method in teaching speaking in order to have variations in doing classroom activities.
2. Due to the lowest scores in comprehension and pronunciation aspects, it is recommended that the teacher should concern on the students' comprehension and pronunciation in speaking practice. Moreover, in order to improve students' pronunciation and comprehension, the teacher should give a good example in pronouncing words correctly and appropriately then train students to understand the content of text well.

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