THE EFFECTS OF USING COOPERATIVE SCRIPT METHOD TO THE SPEAKING ABILITY OF THE FIRST YEAR STUDENTS OF SMK TELKOM PEKANBARU

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Abstract: This experimental research aimed to find out the effect of using Cooperative script method to speaking ability of first year students of SMK Telkom Pekanbaru. Most of the students of SMK Telkom Pekanbaru often face some problems in speak English such as: lack of vocabulary, afraid of making mistake, not brave enough to speak in English and less participate in classroom. To overcome the problem, the writer used Cooperative Script Method in teaching and learning process. The population was the first year students of SMK Telkom Pekanbaru, while the sample was X Telkom as experimental class and X TKJ 1 as control class. The writer used cluster sampling technique to decide the sample and the instrument of this research was test in the form of dialogue test. The test included some topics such as; expressions of capability and incapability, asking and giving direction and invitation. The students' scores were graded by the three raters using Brown's scale and analyzed using t-test formula. The writer used the level of significance at 0.05 (5%). After being calculated, the value of t-observe) was 3.42, whereas the value of t table on the df (degree of freedom) 20 was 2.086. Therefore, the alternative hypothesis that there is a significant difference in speaking achievement between the students who are taught before the use of cooperative script method and after the use of cooperative script method was accepted and its null hypothesis was rejected. In conclusion, using Cooperative Script method advance speaking ability of the first year students of SMK Telkom Pekanbaru significantly.

Keywords: Cooperative Script Method, Speaking Ability

EFEK DARI PENGGUNAAN METODE COOPERATIVE SCRIPT TERHADAP KEMAMPUAN SPEAKING SISWA-SISWA KELAS SEPULUH DI SMK TELKOM PEKANBARU

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Abstrak: Riset eksperimen ini bertujuan untuk mencari tahu efek dari penggunaan metode Cooperative Script terhadap kemampuan speaking siswa-siswa kelas sepuluh di SMK Telkom Pekanbaru. Sebagian besar siswa-siswa di SMK Telkom Pekanbaru menghadapi beberapa masalah dalam berbahasa Inggris, seperti: kurangnya kosa-kata, takut salah, malu dalam mengungkapkan kata-kata berbahasa Inggris dan kurangnya partisipasi di kelas. Untuk itu, penulis menggunakan metode Cooperative Script ini dalam proses belajar mengajar. Populasi dari riset ini merupakan siswa-siswa kelas sepuluh SMK Telkom Pekanbaru, sedangkan sampel riset ini adalah kelas X Telkom sebagai kelas eksperimen dan kelas X TKJ 1 sebagai kelas kontrol. Penulis menggunakan teknik Cluster Sampling untuk menentukan sampel dan instrument yang digunakan adalah tes yang berbentuk dialog. Topic dari tes tersebut terdiri dari beberapaa topic seperti; expressions of capability and incapability, asking and giving direction and invitation. Skor para siswa dinilai oleh 3 orang penilai dengan menggunakan rubric speaking Brown dan dianalisis menggunakan rumus t-tes. Level signifikan yang digunakan penulis berada pada level 0.05 (5%). Setelah dihitung berdasarkan rumus yang ada, nilai t-hitung adalah 3.42 sedangkan nilai t-table yang berada pada angka 20df adalah 2.086. Karena nilai t-tes lebih tinggi daripada nilai t-table, hipotesis alternatif yang berbunyi 'adanya perbedaan yang signifikan antara kemampuan speaking siswa sebelum dan sesudah diajar menggunakan metode Cooperative Script' diterima dan hipotesis null ditolak. Jadi, penggunaan metode Cooperative Script berdampak signifikan pada kemampuan speaking siswa-siswa kelas sepuluh SMK Telkom Pekanbaru.

Kata kunci: Metode Cooperative Script, Kemampuan Speaking

INTRODUCTION

In order to understand and be able to apply knowledge, students must work to solve problems, to discover things for themselves, to wrestle with ideas. There are some approaches in learning to help students such as discovery learning, self-regulated learning and cooperative learning. Cooperative learning is one of the approaches of teaching. Based on some theories, cooperative learning is one of the most widespread and fruitful areas of theory, research and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999).

Schniedewind in Wastinih (2004) states that cooperative learning is a powerful approach to learning because it is both an effective pedagogy and a compelling philosophy and worldview. Through teacher education programs we can provide professional training that educates teachers both to effectively implement cooperative learning in their classrooms and to develop a more reflective consciousness about cooperation as an idea and value and its application to schools and society.

Cooperative learning has been developed through scientific research in every country in the world, so that systematically it can be applied in all kinds of educational level, materials and every class activities including English activities. Cooperative learning has been the center of worldwide attention because it has been shown to have strong effects on student learning, as well as other positive outcomes (Tran, 2013). There are some methods of cooperative learning, one of them is cooperative script.

Cooperative Script is one of the methods of cooperative learning. Dansereau (1988) explains that cooperative script is one method of learning, where students work in pairs and take turns verbally, to recapitulate portions of the material being studied. Dansereau and his colleagues at Texas Christian University have found in an impressive series of brief studies that college students working on structured "cooperative scripts" could learn technical material or procedures far better than the students working alone. Dansereau and his colleagues found in a series of studies that both the speaker and the listener learned more than the students who worked alone.

Next, Maxom (2009) states that speaking is the most important skill in English language teaching. It is almost impossible to have true mastery of a language without actually speaking it. Speaking consists of producing systematic verbal utterance to convey meaning. Speaking is an interactive processing of information. Speaking is a language, language is essentially speech, and speech is basically communication by sounds. According to Nunan (1991) speaking is the same as oral interaction which are conventional ways of presenting information, expressing our idea, and though in our mind.

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 Dansereau (1985) are; the teacher divides the students into pairs. Teacher distributes the material for each student to read and make a summary. Teachers and students determine who first acts as speaker and who acts as a listener. Speaker read out the summary, and orally adds the main idea in the summary. Next, the listener listens and corrects the incomplete main idea. The listener help the speaker memorize the main

idea by connecting with previous or other material. Next is exchanging roles. Then do the steps as above. Students together with the teacher make a conclusion of the activities that have been carried out. Then, closing.

RESEARCH METHODOLOGY

This is a Quasi Experimental research. According to Arikunto (2006), experimental research is a research that aim to know if there is an effect or not of a treatment in sample. Quasi-experimental designs do not include the use of random assignment. Furthermore, the quasi experimental design attempts to fulfill standards of the true experimental design as closely as possible (Hatch and Farhady, 1982). The writer wants to know the use of Cooperative Script method in improving students' speaking ability. It takes two classes for control and experimental as the sample.

The population of this research is the first year students of SMK TELKOM Pekanbaru. There are five classes in the first year, namely; X TKR , X TSM, X TKJ 1, X TKJ 2 and X Telkom. The total number of students of SMK Telkom Pekanbaru is 178 students. The writer used cluster sampling to decide which class that will be the experimental class. This technique is used by raffling the group in population then takes one group as the sample of the study. Cluster sampling is used when it is more feasible or convenient to select groups of individuals that it is to select individuals from a defined population in Walter and Meredith (1979). In this case, the writer got X Telkom as experimental class and X TKJ 1 as control class.

In this study, the writer used dialogue as the instrument to measure students' speaking ability. The test of dialogue was divided into three sets. One set has two situations, which two situations for asking and giving direction, two situations for express capability and two situations for express the invitation. The students have to express and respond to the situation that has been given. Based on the syllabus, the teaching material is about expressions of capability and incapability, asking and giving direction and invitation. So the writer prepared some instruments for pre-test and post-test. It is carried out to know the students' ability before and after the test by using Cooperative Script method.

In order to analyze the collected data, the writer uses the following formula (Fraenkel and Wallen, 2011):

- **To calculate the mean score of control group;**

$$M_c = \frac{xc}{Nc}$$

Where:

M_c : mean score of control group

Xc : the sum of frequency of control group

Nc : the number of the student

- **To calculate the mean score of experimental group;**

$$M_e = \frac{Xe}{Ne}$$

Where:

M_e : mean score of experimental group

Xe : the sum of frequency of experimental group

Ne   : the number of the student

- **To calculate standard deviation**

$$SD = \frac{\overline{(x-\dot{x})2}}{N}$$

Where:

SD   : Standard deviation

             : sum of frequency

x   : individual score

$\dot{x}$: mean

N   : the number of the students

- **To analyze the data, the writer use t-test formula as follows**

$$t = \frac{\acute{M}e - \acute{M}c}{\overline{\dfrac{SDe}{ne-1}\,2 + \dfrac{SDc}{nc-1}\,2}}$$

Where:

t   : t-Test formula

Me : mean of the experimental group

Mc : mean of the control group

SDe : standard deviation of experimental group

SDc : standard deviation of control group

ne : total number of experimental group

nc : total number of control group

In this research, the writer also used scoring scale from Brown to make a scoring rubric speaking.

FINDINGS AND DISCUSSION

After the three raters gave the score by using Brown's scoring rubric speaking, it was found that the score of the students in pre-test and post-test of experimental class were $X_1=70.2$ and $X_2=90.1$ and the score of the students in pre-test and post-test of control class

were $Y_1=61.9$ and $Y_2=67.9$. Before coming to t-test formula, it was necessary to found the mean score (M) of both pre-test post-test and standard deviation (SD) of experimental and control class. Standard deviation is intended to know the deviation or the difference of each of the score from its mean. After being calculated, it was found that mean score of experimental class and control class were: $M_e= 19.9$ and $M_c= 5.52$. On the other side, the standard deviation of those two classes were $SD_e= 15.12$ and $SD_c= 11.9$.

The comparison between the scores of experimental class and control class can be seen from the table below:

Comparison Between Scores of Experiment Group and Control Group

EXPERIMENTAL GROUP	CONTROL GROUP
N = 21	N = 21
$X_1 = 70.2$	$Y_1 = 61.9$
$X_2 = 90.1$	$Y_2 = 67.9$
$M_e = 19.9$	$M_c = 5.52$
$SD_e = 15.12$	$SD_c = 11.9$

From the table above we can conclude that there is a significant difference between the experimental class that used cooperative script method and the control class which wasn't use cooperative script method. After that, t-test can be calculated by using the following formula:

$$ t = \frac{\acute{M}e - \acute{M}c}{\frac{SDe}{ne-1}2 + \frac{SDc}{nc-1}2} $$

In this research, the writer used the level of significance at 0.05 (5%). According to one sample t-test, the success of the research could be seen from the value of t-table and t-observed. The following were the criteria of a successful research;

If :

$$P > 0.05 \text{ Ho accepted}$$
$$P < 0.05 \text{ Ho rejected}$$

After being calculated, the value of t-test was 3.42, whereas the value of t table on the df (degree of freedom) 20 was 2.086 (the level of significance 5%). Because the t test was higher than t table, the alternative hypothesis regarding of using cooperative script method was accepted and its null hypothesis was rejected.

$$t_{observed} = 3.42$$
$$t_{table} = 2.086$$
$$t_{observed} > t_{table}$$

Therefore, it can be concluded that the hypothesis of this research was "Using Cooperative Script Method Affects Speaking Ability of The First Year Students of SMK Telkom Pekanbaru significantly".

CONCLUSION

The writer concludes that the first hypothesis is accepted because T-table is at the 5% level of significance. After being calculated, the value of t-test was 3.42, whereas the vale of t table on the df (degree of freedom) 20 was 2.086. Because the t test was higher than t table, the alternative hypothesis regarding of using cooperative script method was accepted and its null hypothesis was rejected. The result showed that there were a significant difference between pre-test and post-test of experimental class and control class. In pre-test of experimental class, the average score of students was 70.2 and the average score of post-test was 90.1. Whereas in control class, the average of pre-test score was 61.9 and the average of post-test score was 67.9. From the data, teaching speaking by using Cooperative Script method got good effect to improve students' speaking ability. It means that there is significant effect of using Cooperative Script method to improve speaking skill of the First Year Students of SMK Telkom Pekanbaru. Related for this study, Cooperative Script method can be applied as an alternative method to support teaching speaking.

RECOMMENDATIONS

Based on the research findings and conclusion, the writer offers a suggestion as follows: There are several methods in cooperative learning; the teacher must create fun, enjoyable and interesting atmosphere while applying one of those methods in teaching practice. Related to the findings of this research, cooperative script method can be used as an alternative method in teaching speaking. In other words, applying cooperative script method has a positive effect on students' speaking ability. In addition, for further researcher, Cooperative Script method could be applied in other skills.

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