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## ABSTRACT

This study was conducted to examine whether there is or not any significant effect of cooperative script method on students' listening skill at class XI IPA II of SMA Negeri 1 Parigi. This research was conducted in pre-experimental research design. The population of this study was the grade eleventh science program (XI IPA) students of SMA Negeri 1 Parigi which consists of two classes with the total of the students were 48 students, while the sample of this study was the grade eleventh science program (XI IPA II) which consists of 23 students. In this study, the researcher taught the students by using cooperative script method. The method was applied in the treatment for four meetings. The students were given listening test for every meeting during treatment. The data were analyzed by using SPSS 16.0 version by using (descriptive analysis and inferential statistics). Descriptive analysis was used to describe standard deviation, mean score, maximum scores and minimum scores, while the inferential statistic was used to examine the hypothesis (paired sample t-test) which was calculated through SPSS 16, 0. Based on the finding, the mean score of students listening achievement

in the post-test was (58.70) higher than in pre-test was (39.13). In order to verify the hypothesis, the researcher also took the conclusion by comparing between the values of Sig (2 tailed) with the significance  $\alpha$  value. It showed that the value of Sig (2 tailed) was 0.000 while the significance  $\alpha$  value was 0.05. So, it can be concluded that the value of Sig (2 tailed) was lower than the significance  $\alpha$  value ( $0.000 < 0.05$ ). It showed that (H1) was accepted. It means that, there is a significant effect of cooperative script method on students listening skill at grade eleventh science programs specifically at class XI IPA II. In this case, cooperative script can improve students' listening skill at grade eleventh XI IPA II. Besides, it might be influenced by other factors such as students' motivation, students' intelligences, and background knowledge of the students.

## 1. Introduction

There are four language skills should be mastered by language learners; those are listening, speaking, reading and writing. Listening is one of the basic skills that should be mastered by students when they want to learn and master English. Sutari et al (1997) in Husba (2010:3) point out by learning listening students automatically support other skills like speaking, reading, and writing. In learning listening students also learn pronunciation, word choice, sentence organization, and unfamiliar words.

According to Steven (2006), listening is a complete activity. Students can master listening by knowing the meaning of the form, receive complete information respond to spoken and nonverbal. However, for foreign language students to master this skill are still difficult because English is not as daily conversation or students seldom hear it. Yagang (1993) stated that listening is one of the most challenging subjects for foreign language students. Sometimes students feel difficult to predict

the meaning of unfamiliar words, collocation, and phrase. It causes listening to relate to the speaker, linguistic features, teachers method in teaching and material in the proses of teaching. Nunan (2002) says that to make students understand the proses in underlying listening, the teacher should apply an appropriate specific strategy to teach students about predicting, selective listening, listening for a different purpose, inferencing, and personalizing (as cited in Husba. Pratiwi, 2010,p.3). However, most teachers do not apply the strategy that can help the student in listening skill and common schools more attention to the reading, speaking and writing instead of listening. It is ironic because the aim of teaching students English is not only can read the material and speaking, but also to make them able to all skill in English, included for listening. Speaking, reading, writing, and listening are important because they are a skill in English that should be mastered by students. In order to make students able in all skills of English, teachers have to provide the appropriate method in teaching, especially for listening.

Many of the learners in a listening activity are reluctant listeners. The disability of the students to listen clearly is caused by sounds of speaker, unfamiliar words, natural active speech, and there is no background knowledge about material of listening. While, Yagang (1993) points out that the difficulties of listening are caused by some factors such as the message to be listed, the speaker, the listener, and the physical setting. Besides, the difficulties are caused by other factors. One of the factors is the teaching method. In the book entitled *second language listening* by Flowerdew and Miller (2005) imply that there are several teaching methods that can be used to teach listening skill, they are Audio Lingual approach, direct-method approach, and communicative approach. While, Hamdani (2010) in his book entitled *strategy belajar mengajar* states that the cooperative script method has advantages in listening, such as train hearing, accuracy, and carefulness. On the other hand, to make the classroom effectively students should be more active than the teacher. So, the teacher needs to choose the most effective method in teaching listening in the class, one of the methods that can be used by the teacher in teaching listening in the class is a cooperative script.

Muliadi (2017:98) points out that cooperative script method is a method of learning where students have roles as speaker and listener in a pairs and also

changing the roles in summarizing the parts of the material has been being studied. In this method, students have a task as speakers and listeners. Where the listener focus listen material in form of audio while the speaker summarizes material on the transcript in order to make she/he easy to give feedback or correction to their friends. And the roles of the teacher are just as a facilitator to achieve the goal of the study.

Based on the interview with some students of SMA Negeri 1 Parigi, they consider that listening is including one of the difficult Subjects. They said that listening is more difficult to learn than other skills like grammar, reading, and speaking. Most of them do not know how to answer the listening passage well because there are some reasons such as they do not have background knowledge about the material, unfamiliar words, they felt difficult to guess the meaning or understanding material because there is no feedback or correction in the learning process. Besides, implementation of the curriculum in 2013 makes the teachers have to teach English integrated. It means that the teacher has to teach all skills in English every meeting such as speaking, reading, grammar and listening. And also in the implementation of curriculum 2013 students should be more active than the teacher. So, the teacher needs the teaching method that can be used to cover those problems.

To solve those problems, from the side of teaching methods, the researcher thinks that cooperative script is possible to overcome those problems because this method can be used to teach all skill in English, influence role of the students in learning and also it can make students easy in understanding material because they give feedback to each other.

## **2. Methodology**

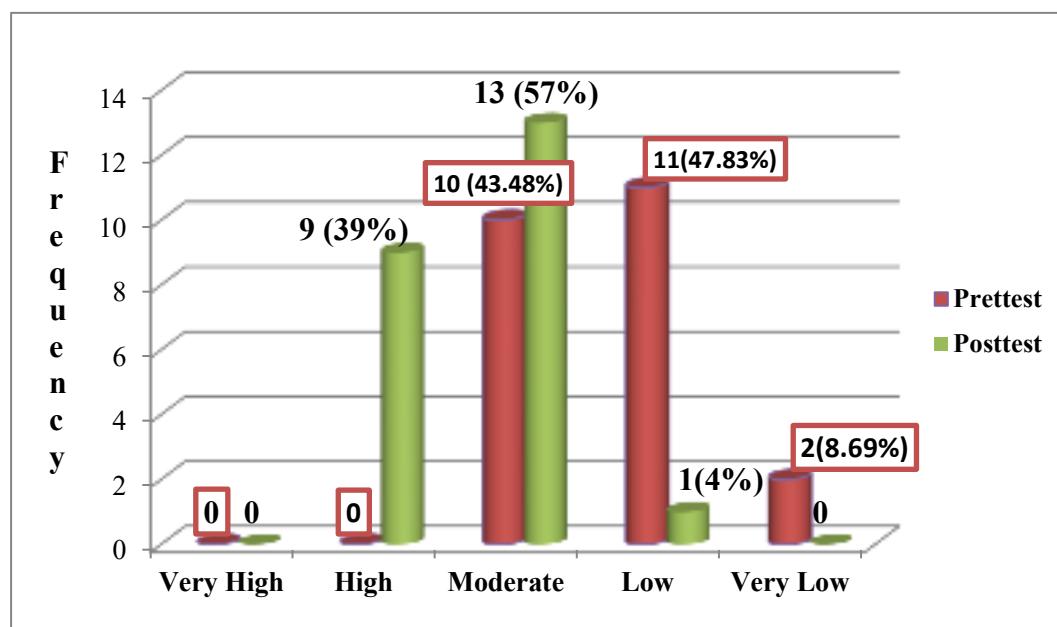
The type of the research was qualitative research, and the researcher used pre-experimental design. The aims of this design to examine there is or not any significant of cooperative script method on students listening skill at class XI IPA II of SMA Negeri 1 Parigi. This study was conducted start from 17<sup>th</sup> April 2019 until 25<sup>th</sup> April 2019 in SMA Negeri 1 Parigi and as the sample of this research were students in class XI IPA II.

The instrument in this study was the listening test. The test had taken on two different occasions: at the beginning (pre-test) and the end of the experiment (post-test). The listening test was about the report text (animals) in the form of listening. Types of the test were true or false and fill the blank.

The data of this study was analyzed quantitatively. The data were analyzed by using SPSS 16.0 version by using (descriptive analysis and inferential statistics). Descriptive analysis was used to describe standard deviation, mean score, maximum scores and minimum scores, while the inferential statistic was used to examine the hypothesis (paired sample t-test) which was calculated through SPSS 16, 0.

### 3.1 The Result of Research

**Graph 1. Comparison between Students' Score on Pre-Test and Post-Test in Experimental Class.**



The above graph was about the comparison of the students' classification score both pre-test and post-test. It can be described by using the criteria provided by Suhuri (2008). From the above graph, there was no student who got high criteria in pre-test but in the post-test there were 9 students (39%) who got high criteria. While in pre-test there were 10 students (43.48 %) who got moderate criteria became 13 students (57 %) in post-test. Besides, there were 11 students (47.83%) who got very low criteria in pre-test also became 1 student (4%) in post-test. Then, in very low criteria there were 2 students (8.69%) in pre-test became there was no in post-

test. In addition, there was no student both in pre-test and post-test who got very high criteria.

**Table 1. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	23	20	50	39.13	9.251
Post-Test	23	40	70	58.70	8.423
Valid N (listwise)	23				

Based on the above table, it shows that the minimum score in pre-test was 20 while in post-test was 40. The maximum score in pre-test was 50 while in post-test was 70, and students mean score in pre-experimental class has improved from 39.13 at pre-test become 58.70 at post-test. From those values indicated that students have increased ability in achieving learning outcomes after being taught using the cooperative script method. Besides, if the value of standard deviation was high, indicated that sample of data more various while if the value of standard deviation was low indicated that sample of data homogenous (the ability of students almost same). While, the decrease the standard deviation of students in the pre-test (9.251) to (8.423) in post-test shows that there is a positive effect caused by the cooperative script on students listening skill. So, the result shows that students' listening skill who are taught by cooperative script had a significant difference between pre-test and post-test.

### 3.2 Normality Test

The normality test aimed to find out whether the data of the scores show a normal distribution. In this case, the Kolmogorov-Smirnov test was employed. If the Asymp.sig is more than the level of significance (Asymp.sig>0.05), the null hypothesis ( $H_0$ ) is accepted and the data are normally distributed. While, if the Asimp.sig is less than the level of significance (Asymp.sig<0.05), the null Hypothesis ( $H_0$ ) is rejected and the data are not normally distributed. The result of normality test could be seen in the following table below:

**Table 2. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	.172	23	.076	.076	23	.032
posttest	.164	23	.109	.109	23	.135

To determine the data was distributed normally, the value of the data must be higher than alpha ( $\alpha = 0.05$ ). The table above shows that the probability value (Asymp.Sig) of pre-test score was **0.076** and post-test score was **0.109**. Both of these scores were higher than alpha. It could be said that the scores both of pre and post-test have been distributed normally.

### 3.3 Hypothesis Testing

A statistical analysis of paired sample t-test was conducted to test whether or not significant effect of cooperative script method on students' listening skill. Based on the final result of students listening skill on pre-test and post-test, the result of hypothesis testing could be seen in the following table below:

**Table 3. Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Pair pretest - 1 posttest	- 1.956 52E1	4.50077	.93848	- 21.51150	- 17.61894	- 20.848	22	.000			

T

The table showed that there were a significant difference between both students in pre-test and post-test score:  $t(22) = -20.848$  and  $p(0.000) < 0.05$ . In that, the score of post-test ( $M= 58.70$ ) was higher than in pre-test ( $M = 39.13$ ). While Standard deviation in pre-test ( $SD= 9.251$ ) was higher than in post-test ( $SD= 8.423$ ) and significant gain was 1.95 points. So, it can be concluded that cooperative script method has a significant effect on students' listening skill. In other words,  $H_0$  was rejected and  $H_1$  was accepted. Furthermore, the researcher also compared value of t-test with t-table to know the conclusion of hypothesis. Based on the calculation of pre-test and post-test, it has been found that standard deviation was 4.50. While, the differences mean score between pre-test and post-test was 1.95. Therefore, it used t-test formula as follows:

$$t = \frac{D}{\sqrt{SD/N}}$$

D = mean score pre-test and post-test

SD = standard deviation from D

N = total sample.

(Arikunto, 2002:275)

$$t = \frac{1.95}{4.50:\sqrt{23}}$$

$$t = \frac{1.95}{0.93}$$

$$t = 2.09$$

**Table 4. Summary of Hypothesis Testing**

Statistic				Result
Df= (n-1)	$\alpha$ Value	T test	T table	
= 23-1 = 22	0.05	2.09	1.71	H <sub>1</sub> was accepted

The above table shows that t-test (2.09) was higher than t-table (1.71). So that, it can be said H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. Therefore, it can be concluded that there was a significant effect of cooperative script method towards students' listening skill.

#### 4. Discussion

The result of the study showed that there was a significant effect of cooperative script method on students' listening skill at class X1 IPA II of SMA Negeri 1 Parigi. It can be proved by seeing the result of analysis data (descriptive analysis) of the students score before and after being taught listening by using cooperative script method. From 23 students who were given the test in form true or false and fill in the blank, it was found the minimum score was 20 got by 2 students, the maximum score was 50 got by 4 students, and the mean score was 39.13. While, the students' score after being taught by using cooperative script method was 40 for minimum score got by 4 students, maximum score was 70 got by 4 students and mean score was 58.70. Therefore, it can be proved by seen classification students'

score from the result of pre-test and post-test. In pre -test, there were 2 (8.69%) students got very low criteria. While in the post-test, there were no students who got very low criteria. Then, 10 (43.48%) from 11 (47.83%) students who were in low criteria in the pre-test had increased to moderate criteria in the post-test. So, the total of the students in moderate criteria were 13 students (57 %). In other words, in post-test just only 1 (4%) student in low criteria. Relating to high criteria, in the pre-test there was no student who got high criteria but in the post-test the number of students who got high criteria had increased to 9 students (39%). However, most of the students' score had increased in post-test but there was no student who got very high criteria both in pre-test and post-test. So, it could be said that most of students were in moderate criteria in listening skill. Besides, from the result inferential statistic showed that value of t-test acquired was 2.09 it was higher than t-table 1.71. While the result of hypothesis of students' score in pre and post-test by using t-test indicated that  $p (0.000) < 0.05$ . In other words that  $H_1$  was accepted. In addition, there was a significant effect of students listening skill by using cooperative script method. It can be disclaimed that the improvement of students listening skill from pre-test to post-test was influenced by cooperative script method in teaching listening.

Cooperative script method involved a pair works activity that can make students easy to understanding material including general information and specific information. To describe how cooperative script method can make students easy in understanding material, it is essential to mention how the roles of cooperative script contributing to the improvement of listening skill in terms of general and specific information. In the implementation of this method in the classroom, every student has chance to listen to the audio, make summarize, and give correction. Here, students got the roles in pairs as a listener and as a speaker. Every student (speaker and listener) has some chance to listen to the audio. When the listener listen to the audio and answer questions on the worksheet, the speaker also listen to the audio at the first play, and then make summary. After the listener worked on the worksheet, the teacher asked the listener to give their worksheet to speaker and then the speaker gave correction about listeners' worksheet and also the speaker gave feedback or shared what she or he has summarized. So, the listener could know what wrong

their worksheet did and she/he could confirm what their listen from audio through what the speaker summarize. After that, they were asked to reverse roles. In addition, both of them have some chance to more deep understood material (general and specific information) in terms of listen to the audio, make summary and gave correction. Next, in the main activity specifically when the students listen to the audio, the teacher controlled or monitored the students in order to the students (listener) couldn't see the transcript of audio. On the contrary, the students (speaker) couldn't give transcript of audio to the listener or help the listener to answer questions on the worksheet.

In terms of general information and specific information, cooperative script method provided transcript of audio and worksheet. Transcript of audio for the speaker while worksheet for the listener. there were some questions that as a guide for students to know general and specific information. While, make summarize has opportunity for the students to make more simply material in order to make easy in giving correction, and also to train the students to know how to pronounce the words correctly by native speaker, it happened because before making summarize the students (speaker) also has chance to listen the audio at the first play. So, they could hear correctly how to pronounce the words by hearing the audio and saw the transcript of audio. It is implied that students' listening skill can improve if the students can hear how to pronounce the words correctly. It is similar to Slattery and Willis (2011:42) "the more people listen, the better to listen". When they are listening, they are absorbing pronunciation and intonation, and repeating what they heard. It can be said that when the students listen the audio, they also learn pronunciation. On the contrary, when the students learn how to pronounce the words or learn pronunciation, they also learn listening. So, it has impact to students' ability not only in pronunciation but also in listening skill. It is supported by Broughton, G. Et al (2003) state that to reach oral fluency or accuracy is to consider the learner's ability to listen. Besides, there were some factors that might affect the students' listening skill in addition the use of cooperative script method such as students' interest or motivation in learning English, students' intelligences, and students' background about material.

The first factor is students' motivation in learning English, it is similarly with, Harmer (2001:51) stated that Motivation is internal factors which pushes someone to do things in order to achieve something. During learning process most of students show positive attitude, good respect to material and more attention in listening. In journal entitled *the Effect of Motivation on Listening Skill of ELT Students in Georgia* (IBSU case), Goctu (2016) states that motivation has important role in ELT, particularly in listening skill because it can foster and encourage students in learning foreign language. Besides, Nguyẽn (2011), Littlewood, (1984) in Goctu (2016) stated that motivation is the crucial force which determines whether the listener embarks on a task at all. So, in listening, motivation is needed because it can support and improve their skill. And then, the appropriate motivation is the key to get succeed to be a good listener. In addition motivation is one of the factors that caused the improvement of students listening skill.

The second factor was the student's intelligence. The intelligences of students can effect on their achievement on learning process. It is supported by Harmer (2002:86) said that "learners with a wide variety of intellectual abilities can be successful language learners". Students who have wide intelligences can understand material easy than students who have low intelligences. In class X1 IPA II at SMA Negeri 1 Parigi, there were some students who got high criteria in post -test. They are smarter students than others in the class. Besides, some of them also join in English course. So, it can make them easy in understanding material in learning process in the class.

The last factor was students' background knowledge about material. Steven (2006) states that prior knowledge is one of the important aspects that have to use in listening course in order to improve listening comprehension. Similarly, students' background knowledge of the topic has played important because it can make students easy in comprehend material and they can predict what going listen, it also supported by Steven (2006) Point out that "listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge". To activate prior knowledge, the teacher provided familiar topic for students. It similarly with a study by Gilakjani and Ahmadi (2011) states that "When the content of the material is familiar to the listener, he/she will employ his

background knowledge at the same time to make predictions which will be proved by the new input”.

In addition, the significant of the study was influenced by using cooperative script method it is self and it might be there were other factors such as motivation, students' intelligences and students' background knowledge about material.

## **5. Conclusion and Recommendation**

### **5.1 Conclusion**

Based on the result of this study showed that there was a significant effect of cooperative script method on students' listening skill at class X1 IPA II of SMA Negeri 1 Parigi. The improvement of students' listening skill at grade eleventh students of SMA Negeri 1 Parigi was caused by the use of cooperative script method in teaching listening where in implementation of cooperative script there are a part that make students' to more active in learning process such as listen to the audio, make summary, and give correction to each other. Besides, it might be there were some factors that influenced such as motivation, students' intelligences and students' background knowledge about material.

### **5.2 Recommendation**

After conducting this study, researcher would like to address suggestion and recommendation as follows:

#### **For the Students**

In order to improve listening skill, students have to suggest their selves to be more active in listen some kinds of material.

#### **For the Teacher**

In implementation of curriculum 2013 to teach listening is very big difficult. So, the teachers should choose the appropriate method to teach listening. The teachers can use cooperative script to teach listening in implementation of curriculum 2013 because cooperative script can facilitate to all skill. In the use of cooperative script the teachers has to pay attention on the skill will be improved. For example; if the teachers want to improve students listening skill. So the teacher has to allocate more time in listening skill than others skill.

#### **For the Next Researcher**

This study was focus on students listening skill trough cooperative script method at grade eleventh of SMA Negeri 1 Parigi. The researcher used true or false and fill in the blank in assessing listening skill of the students. While, there are more type of test that can be used to test listening skill in terms of listening comprehension like listening cloze, information transfer, and paraphrasing. So, the next researcher can conduct the research by using cooperative script in term of listening comprehension and using listening cloze and information transfer in assessing listening comprehension of the students.

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