THE IMPLEMENTATION OF COOPERATIVE SCRIPT LEARNING MODEL TO INCREASE STUDENTS' INTENSIVE SPEAKING SKILL

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Abstract
Intensive speaking is drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences, where learners are going over to practice some phonological or grammatical aspect of language. Cooperative script learning model is a learning where students work in pairs and take turns verbally summarizing the parts of the material being studied.The purpose of this research was to know the difference students' intensive speaking skill before and after using cooperative script learning model atSMK DDI Parepare.The samples of this research were 23 students from XI TKJ (Teknik Komputer dan Jaringan) class and XI PMR (Bisnis Daring danPemasaran) class. The researcher used cluster sampling technique to decide the sample.The researcher used pre-experimental design in one group was given pre-test, treatment and post-test design.To collect the data, the researcher used tests that are pre-test and post-test. The researcher also gave observation.The result in this research was indicated that there was the improvement of the students' intensive speaking skill. It was indicated by the students' mean score of post-test (7) was greater than pre-test (5.5). Even, for the level significant (p) 5 % and df = 21, and the value of table is 1.721, while the value of t-test is 12.5. It means that the t-test value is greater than t-table ($12.5 \geq 1.721$). Thus, it can be concluded that the students' intensive speaking skill is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected.

Keywords: Intensive Speaking Skill, Cooperative Script.

Introduction

Speaking skill is an important aspect to acquire when learning a second or foreign language and the success of learning the language is measured from the performance of learners to speak the language learned. Another meaning of the speaking skill is the ability to communicate a speech articulation or to speak, a talk for expressing an idea and a message. It means that speaking skill is the ability used to communicate the speech sound for expressing and conveying a message or idea.

The researcher intends to help the English teacher by introducing one of cooperative learning model namely, cooperative script. In the writer point of view, one of the easiest strategies in teaching students speaking was using the cooperative learning that was a cooperative script learning of Dansereau. C.S. According to Dansereau CS explained that the cooperative learning model type cooperative script students work in pairs and alternately verbally, to summarize the parts of the material being studied. So, the writer think this cooperative script help students to achieve their speaking skill and then could be easy for students in implementation their speaking skill.

The results of observations by researcher at SMK DDI Parepare according to teacher in class IX English subjects. The reason researcher took research in class IX TKJ and class XI PMR is because in learning English students don't like speaking English so students find it difficult to speak English. However, this is the problem for senior high school students particularly students of SMK DDI Parepare. They lack of vocabularies, so they tend to keep silent and even avoided talking or being asked by the teacher. Students at SMK DDI Parepare still can't speak English well during the English session, only a few of them can do it. The majority of students can't speak because their knowledge limited to vocabulary, grammar, pronunciation, and fluency. It means that students' speaking at SMK DDI Parepare is still low so the researcher would to improve their speaking by using cooperative script learning model.

 A. Intensive Speaking

Intensive speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The intensive level, teat- takers are prompted to produce short stretches of discourse (no more than one sentence) through which they demonstrate linguistic ability at a specified level of language (Brown: 2004, 141).

Based on definition above, the researcher concluded that intensive speaking is more than just repeating word by word. Intensive speaking is drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences, where learners are going over to practice some phonological or grammatical aspect of language.

In designing intensive speaking there are some forms of assessments for intensive speaking. They are: Directed Response Tasks, Read-Aloud Tasks, Sentence/ Dialogue Completion Tasks, Picture-Cued Tasks, and Translation. Therefore, the researcher used sentence/dialogue completion tasks to assess intensive speaking. How to assess intensive speaking using sentence/dialogue completion task is first, test-takers are given time to read through the dialogue to get its gist (main point), then the tape/teacher produces one part orally and the test-taker responds.

B. Cooperative Script

Cooperative learning is one of the most widespread and fruitful areas of theory, research and practice in education. According to Robert E. Slavin (1982:5) 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. It means that cooperative learning is prioritized cooperation in solving problems to applied knowledge and skills in order to achieve common goals.

Based on the explanation of the statement above the researcher concluded that cooperative learning is a learning where students work and study together in groups, contributes ideas and take responsibility for achieving individual and group learning outcomes.

Cooperative script is one of the models of cooperative learning. Komalasari (2010:63) argues that cooperative script is a learning in which students work in pairs, and orally alternately summarize the parts of the material being studied. This opinion is in line with Lambiotte in Huda, cooperative script is one of the learning strategies in which students work in pairs and alternately orally in summarizing the parts of the material being studied.

According to Suprijono (2012:40), cooperative script is a learning model where students work in pairs and alternately verbally, to summarize the parts of the material to be taught. While A'la (2011:97) said that a cooperative script is a learning method in which students work in pairs and verbally summarize parts of the material they learn in the classroom.

Based on the explanation of the statement above the researcher concluded that cooperative script is a learning model that focuses on the process of understanding material by relying on partner work to complement one another. Cooperative Script is a learning model that allows students to think systematically and concentrate on learning. Learning with this model allows students to find their own knowledge through collaboration with groups. Students find ideas, information, and knowledge of what the teacher explains.

C. Procedure of Cooperative Script

The procedure of cooperative script, they are:

1. The teacher divided the students into pairs.
2. The teacher shares the discourse/material of each student to write a text and read and summarize.
3. Teacher and students define who first acts as a speaker and who acts as a listener.
4. The speaker reads the summary as completely as possible by incorporating the main ideas in his summary, while the listener:
    a. Listening or correcting or completing basic ideas that are incomplete.

b. Help to remember or to memorize the main ideas by connecting previous material or with other material.

5. Exchanging roles, originally acting as speakers converted into listeners and vice versa. Then, the activities return first step.

6. Formulating conclusions with students and teachers

7. Closing.

Method

The researcher used pre-experimental with one group pretest-posttest design. The researcher had researched in SMK DDI Parepare, the researcher used the quantitative research and that have several times to collect and analyze data.The duration of this research was about one month.

The population of this research was the second year student of SMK DDI Parepare in academic year 2019/2020. The total population of the second year students of SMK DDI Parepare was 59 students. They consisted of 4 classes: class TKR, class TKJ, class TSM, and class PMR.

Table 1. The Total of Second Year Student of SMK DDI Parepare

No	Class	Male	Female	The Number of Student
1	TKR	20	0	20
2	TSM	16	0	16
3	TKJ	13	7	20
4	PMR	1	2	3
	Total	50	9	59

The researcher used probability sampling with cluster sampling. It means that cluster sampling is a technique of taking sample from group small unit, this technique used when population didn't consist of individual but rather consist of individual groups or clusters. The sample in this study was the TKJ class and the PMR class.

The instrument in this research was test. In collecting data, the researcher had given a speaking test which consists of pre-test and post-test. Pre-test conducted before the implementation of the treatment and the post-testconducted after the implementation of the treatment. The data of the pre-test and the post-test collected in

the form of students' score. The result of the post-test calculated and compared with the result of the pre-test. The researcher used recorder in getting data from the students' voice. In this observation, the researcher would take the data that had collected through the observation sheet as attach.

Results

 A. Description of the research

The researcher had given a test for student. The test was a speaking test and it consists of pre-test and post-test. The pre-test gave before treatment to know the students' intensive speaking skill. The post-test gave after treatment to know the improvement students' intensive speaking skill after using cooperative script learning model. Pre-test and post-test gave to know the answer of the problem statement: "Is there any Difference Students' Intensive Speaking Skill before and after Using Cooperative Script Learning Model?". The researcher also gave observation for teacher to know this cooperative script can be effective to increase students' intensive speaking skill at SMK DDI Parepare. The data collected from students' pre-test and students' post-test at two classes, in which class XI TKJ and class XI PMR.

 B. Finding though the Test

 1. The overall Result of pre-test and post-test

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 2. The Comparison Between Pre-test and Post-test Result

No	Student	The students' score	
		Pre-test	**Post-test**
1	AD	5.75	7
2	A	5	7
3	ES	4.25	5.75
4	H	7	8.25
5	HW	4	5.75
6	IB	3.5	5.5
7	JAA	7.5	8.5
8	MB	6.25	7.25

9	MA	4.25	6.75
10	MR	2.75	5
11	R	5.5	7.5
12	AP	6.75	8
13	MZ	3	5.25
14	MF	6.5	8.25
15	AA	6.5	8.25
16	GA	6.5	8
17	MIA	3	5.5
18	MA	6	7.25
19	WRL	7.75	8.5
20	AAN	8	8.75
21	FAA	4.75	6
22	E	6.5	7
	$\sum$	121	155
	Mean Score	**5.5**	**7**
	Max Score	**8**	**8.75**
	Min Score	**2.75**	**5**

(Source: Primary data processing)

The table above showed that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their intensive speaking skill by using cooperative script learning model. The improvement could be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 2.75 and the maximum was 8, beside that the minimum score of post-test was5 and the maximum score of post-test was 8.75. The mean of pre-test was5.5 and the mean of post-test was7. Before treatment the students got poor category but after doing treatment by cooperative script learning model the students got good category, it means that there was improvement with students' intensive speaking skill.

The result of pre-test and the result of post-test were presented in the following:

Table 3. The mean score and standard derivation of pre-test and post test

Test	Mean Score ($\bar{X}$)	Standard Derivation (SD)
Pre-test	5.5	0.5
Post-test	7	1.2

(Data' Source: the mean score and standard derivation of pre-test and post test)

      The data in table 4.2 and 4.3 showed that the mean score pre-test (X_1) was 5.5 while the mean score post-test (X_2) was 7. The standard derivation of pre-test was 0.5 while the standard derivation of post-test was 1.2. As the result at this item was the mean score pre-test greater than the mean score post-test. It means that there was improvement students' intensive speaking skill after using cooperative script learning model.

2. T-test Value

T-test used to ensure that students got an improvement after giving treatment. The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4. The worksheet of the calculating of the score on pre-test and post-test

No	Pre-test	Post-test	(D)	(D)^2
1	5.75	7	1.25	1.56
2	5	7	2	4
3	4.25	5.75	1.5	2.25
4	7	8.25	1.25	1.56
5	4	5.75	0.75	0.56
6	3.5	5.5	2	4
7	7.5	8.5	1	1
8	6.25	7.25	1	1
9	4.25	6.75	2.5	6.25
10	2.75	5	2.25	5
11	5.5	7.5	2	4
12	6.75	8	1.25	1.56
13	3	5.25	2.25	5
14	6.5	8.25	1.75	3
15	6.5	8.25	1.75	3
16	6.5	8	1.5	2.25
17	3	5.5	2.5	6.25
18	6	7.25	1.25	1.56
19	7.75	8.5	0.75	0.56
20	8	8.75	0.75	0.56
21	4.75	6	1.25	1.56
22	6.5	7	0.5	0.25
$\sum$	121	155	33	56.73
Mean Score	5.5	7		

(Data Source: the worksheet of the calculating on pre-test and post-test)

In the other to see the student's score, the following is t-test was statically applied:

a. Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\Sigma D}{n}$$

$$D = \frac{33}{22}$$

$$D = 1.5$$

So, the mean score of difference is 1.5

b. Determining the standard deviation by applying this formula:

$$SS = \Sigma \chi^2 - \frac{(\Sigma \chi)^2}{n}$$

$$SS = 56.73 - \frac{(33)^2}{22}$$

$$SS = 56.73 - \frac{1089}{22}$$

$$SS = 56.73 - 49.5$$

$$SS = 7.23$$

So, The sum of square is 7.23

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$SD = \sqrt{\frac{7.23}{22-1}}$$

$$SD = \sqrt{\frac{7.23}{21}}$$

$$SD = \sqrt{0.34}$$

$$SD = 0.58 ,$$

The standard deviation is 0.58

3. Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test was significantly different, the researcher used t-test. The result of t-test was t-test = 12.5. To find out the degree of freedom (df) the researcher used following formula;

$df = n - 1$

$df = 22 - 1$

$df = 21$

After obtaining the degrees of freedom, looking at t-table (t_t) at the degree of freedom 21 in significant degrees of 0.05 (5%), the t-table (t_t) was 1.721. Then, the value of the t-test was 12.5. The value of the t-test was greater than the t-table (12.5 >1.721). It means that there was difference students' intensive speaking skill before and after using cooperative script learning model at SMK DDI Parepare.

Discussion

A. The Result of the Test

Based on data analysis, if t_o (*t-test*) is higher than t_t (*t-table*), (12.5> 1.721), the null hypothesis (H_0) was rejected. It should be concluded that there was difference students' intensive speaking skill before and after using cooperative script learning model at SMK DDI Parepare.

The theory of cooperative script learning model in chapter II explained that cooperative script learning model as a model in learning. In this case, the cooperative script learning model influenced the result of learning by providing an oral model. For this research, the researcher focused on students' intensive speaking skill and cooperative script learning model as learning model.

B. The Difference Students' Intensive Speaking Skill Before and After Using Cooperative Script Learning Model

The pre-test and the post-test gave to know the difference students' intensive speaking skill before and after using cooperative script learning model. Measuring the students' intensive speaking skill before and after being taught by using cooperative script learning model could be seen at students' score in pretest and posttest. It could be said that the implementation of cooperative script learning model could be effective to increase students' intensive speaking skill if the students' score of posttest was higher than the students' score pretest. By looking at the research finding, found that the mean score of pretest was5.5 and the mean score of posttest was7.

From that finding, it could be interpreted that students' intensive speaking skill before being taught by using cooperative script learning model was lower if it

compared with the students' intensive speaking skill after being taught by using cooperative script learning model. It implicated that using cooperative script learning model could be effective to increase students' intensive speaking skill. It means that there was difference students' intensive speaking skill before and after using cooperative script learning model.

Furthermore, to make a conclusion about the effectiveness of cooperative script learning model to increase students' intensive speaking skill at SMK DDI Parepare, it could be done by analyzing the data using t_o and compared it with the t-table. The result of the data analyzes showed that t_o (12.5) $>t_t$ (1.721). It means that there was difference students' intensive speaking skill before and after using cooperative script learning model at SMK DDI Parepare.

Conclusion

In conducting this research, the research design of this research was pre-experimental with one group pretest-posttest design. the objective of this research, to know the difference students' intensive speaking skill before and after using cooperative script learning model, and to know the improvement students' intensive speaking skill after using cooperative script learning model. It can be achieved by analyzing the data.

The data was analyzed by using t-test. As the analysis of the data in the previous chapter, $t_o > t_t$ =12.5> 1.721, in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test (t_o) > t-table (t_t) in significant degree of 0.05 (5%), it means that H_a is accepted and H_o is rejected. In conclusion, there was difference students' intensive speaking skill before and after using cooperative script learning model at SMK DDI Parepare.

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