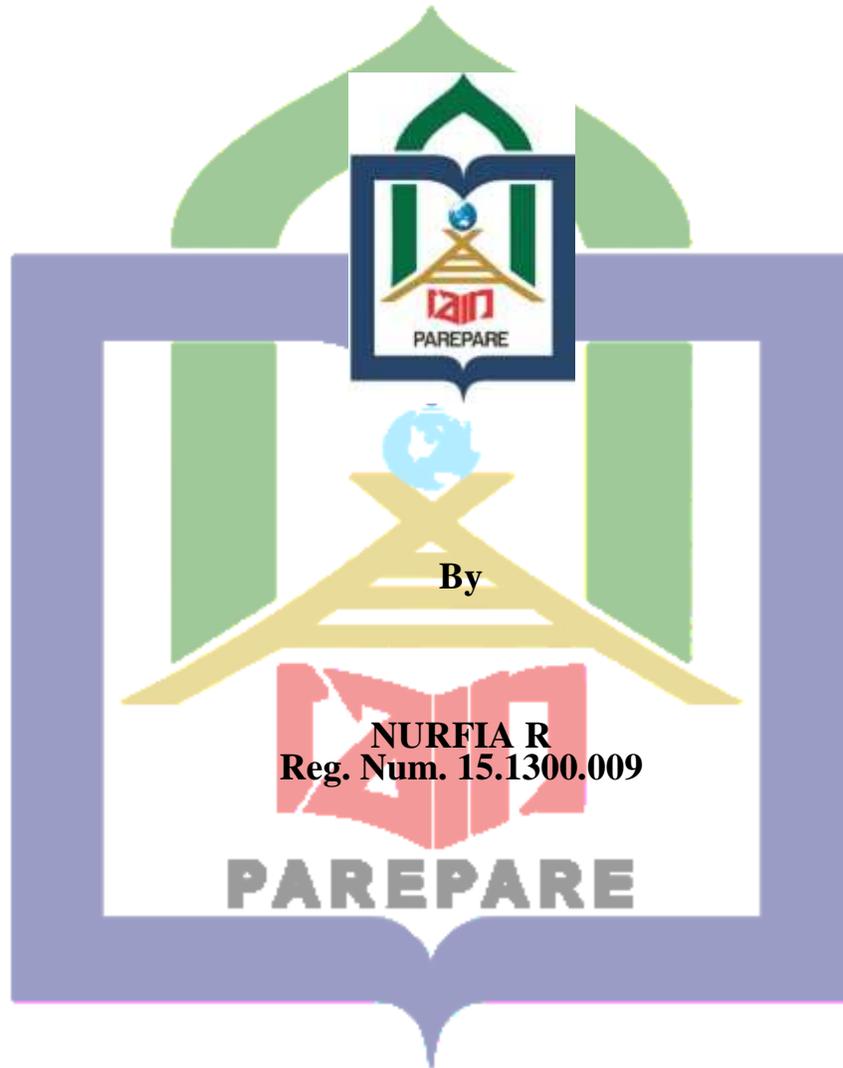


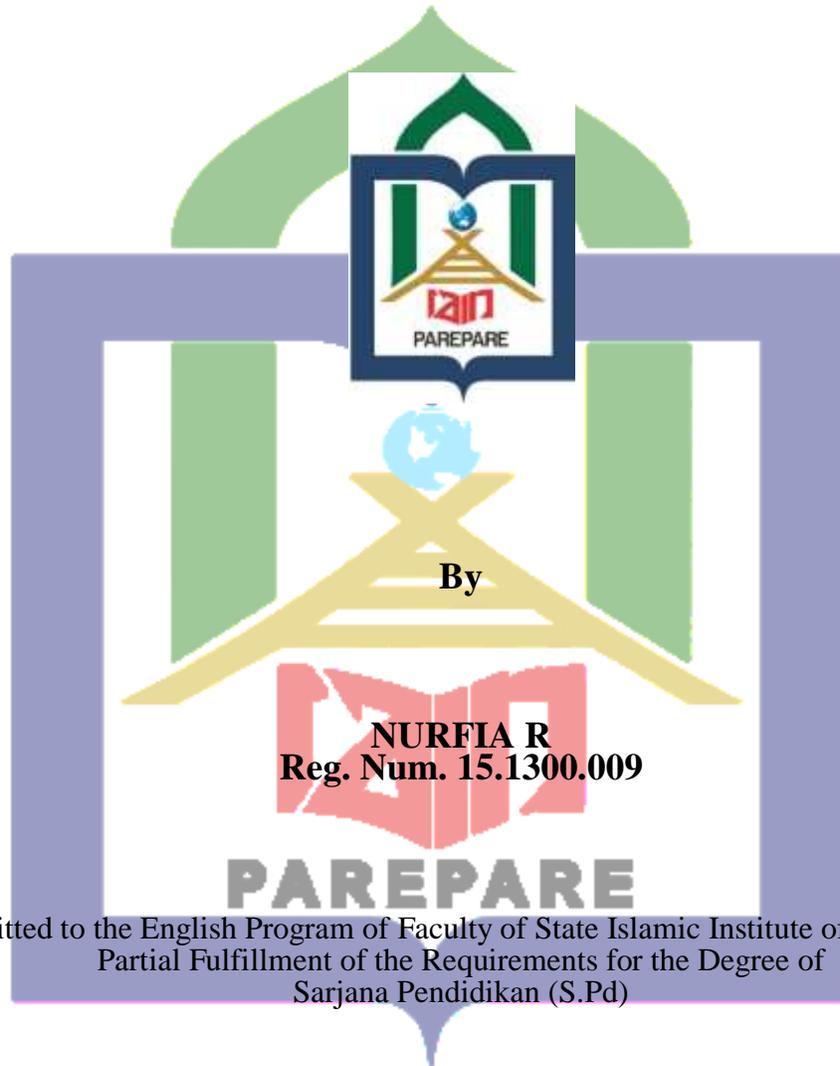
SKRIPSI
THE IMPLEMENTATION OF COOPERATIVE SCRIPT LEARNING
MODEL TO INCREASE STUDENTS' INTENSIVE SPEAKING
SKILL OF SMK DDI PAREPARE



ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

SKRIPSI
**THE IMPLEMENTATION OF COOPERATIVE SCRIPT LEARNING
MODEL TO INCREASE STUDENTS' INTENSIVE SPEAKING
SKILL OF SMK DDI PAREPARE**



Submitted to the English Program of Faculty of State Islamic Institute of Parepare in
Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

2020

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MODEL TO INCREASE STUDENTS' INTENSIVE SPEAKING
SKILL OF SMK DDI PAREPARE**

Skripsi

**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

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TARBIYAH FACULTY
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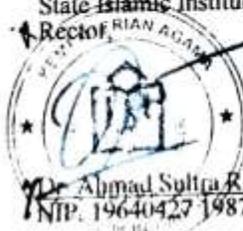
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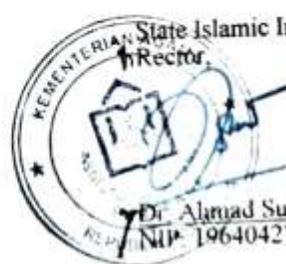
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State that this skripsi is her own writing and if can be proved that was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would postponed.

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ABSTRACT

Nurfia R. 2019. *The Implementation of Cooperative Script Learning Model to Increase Students' Intensive Speaking Skill at SMK DDI Parepare* (Supervised by Abd. Haris Sunubi and Hj. Nanning)

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 model 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 at SMK DDI Parepare. The samples of this research were 23 students from XI TKJ (Teknik Komputer dan Jaringan) class and XI PMR (Bisnis Daring dan Pemasaran) class of SMK DDI Parepare. 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 and Cooperative Script*

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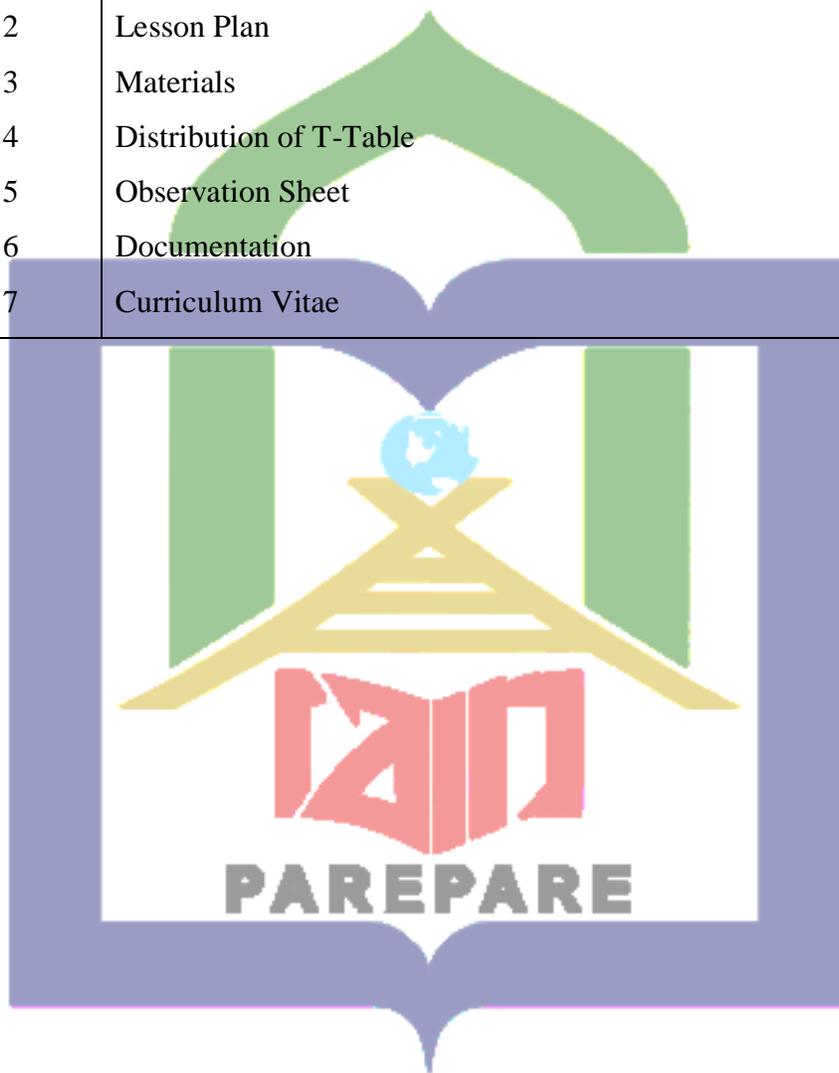
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CHAPTER I INTRODUCTION

1.1 Background

Speaking is one of four language skills in English that have to be mastered by learners in learning English. According to Thornbury says that speaking is so much a part of daily life that we take it for granted.¹ It means that speaking is the most difficult skill to build in the classroom. Speaking is a practical that have to practice by learners so that they can speak fluently in English. It means that if someone could only speak English well, she or he can also master English well. Since, speaking was not only to consider about expressing something, but also to express their idea through spoken language.

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.

In learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities. Speaking is an interactive task and it happens under real time processing constraints. It means that they would be able to use words and phrases fluently without very much conscious thought.

¹Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p. 1.

In reality, there are still many students difficult to speak in English especially for the second year of student at SMK DDI Parepare. Most of them could not speak English well because of several reasons. Firstly, they feel nervous when they have to speak English in front of other people. Secondly, they have difficulty in speaking English because of limited vocabulary. Thirdly, the student has a habit of using the mother tongue in English class and the student has difficulty to arrange the words into sentences to speak in English. Fourthly, they have trouble in responding a conversation if the speaker's intonation is not correct. Finally, the students are lack of vocabularies.² There are many also ways to improve speaking skill or deduct the problem in learning speaking.

Based on the problem above, 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 C.S 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

²A'am Rifaldi Khunaifi, *Kesulitan Kesulitan Siswa dalam Belajar Speaking English* (Anterior Journal: Dosen Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Palangkaraya, 2013), p. x.

English so students find it difficult to speak English. This is still reinforced by problems that still use conventional learning model. The learning model used by English subject teachers use several learning model, namely lectures, questions and answers, and homework assignments. Lack of activity in teaching and learning activities and students are still embarrassed to ask questions despite feeling difficult. In learning there is no collaboration between students. Even students are more likely to work alone than to have to work with friends.

Based on the interview to the student of SMK DDI Parepare, students are not interesting study English because they think that English is difficult, especially in speaking. They said that speaking is difficult because they have to speak grammatically so they are afraid if their sentences are incorrect. 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.

They say that speaking is difficult and very complicated because the material used is not interesting and the material is also difficult for students to understand. So they find it difficult to make their ideas to speak. 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.

Based on the previous statement, the researches interested to conduct research with title *“The Implementation of Cooperative Script Learning Model to Increase Students’ Intensive Speaking Skill at SMK DDI Parepare”*.

1.2 Problem Statements

Based on the background of the study above, the research problems are:

1. Is there any Difference Students’ Intensive Speaking Skill Before and After Using Cooperative Script Learning Model?
2. How is the Improvement Students’ Intensive Speaking Skill after Using Cooperative Script Learning Model?

1.3 Objectives of Research

This study focuses to identify the Implementation of Cooperative Script Learning Model to Increase Students’ Intensive Speaking Skill at SMK DDI Parepare. This study had one specific objective, as follows:

1. To know the difference students’ intensive speaking skill before and after using cooperative script learning model.
2. To know about how is the improvement students’ intensive speaking skill after using cooperative script learning model.

1.4 Significance of Research

The significant of the research expected to be a piece of useful contributions to academics partial development:

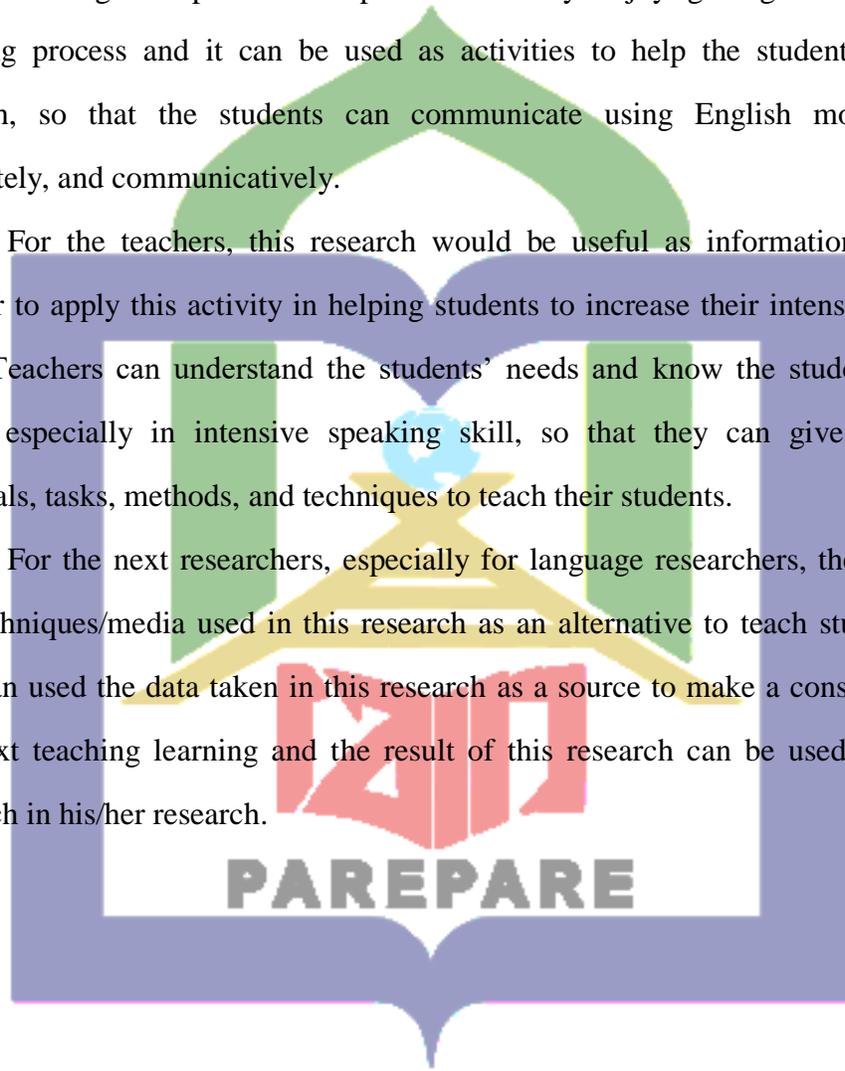
For the researcher, the researcher can be motivated to learn English more seriously and get involved in speaking activity that there are many things that we can obtain from the activity so they can become better in English skills especially,

intensive speaking skill. It gave knowledge and research experience during the research processes.

For students, students can improve their speaking skill in teaching learning English through cooperative script because they enjoy getting involved in the learning process and it can be used as activities to help the student in learning English, so that the students can communicate using English more fluently, accurately, and communicatively.

For the teachers, this research would be useful as information to English teacher to apply this activity in helping students to increase their intensive speaking skill. Teachers can understand the students' needs and know the students' lack of skills, especially in intensive speaking skill, so that they can give appropriate materials, tasks, methods, and techniques to teach their students.

For the next researchers, especially for language researchers, they can adapt the techniques/media used in this research as an alternative to teach students. They also can used the data taken in this research as a source to make a consideration for the next teaching learning and the result of this research can be used as previous research in his/her research.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of Speaking

There are many definitions of speaking have been proposed by language theorists. According to Bahar, Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.³ Meanwhile, According to Richards in Kaharuddin, Speaking as transaction refers to situations where the focus is on that is said or done. The message meaning and making oneself understood clearly and accurately are the central focus.⁴

According to Chaney and T.L Burk, Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁵ Furthermore, According to Ladouse in Nunan, Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words word the ability to converse or to express a sequence of ideas fluently.⁶

Another definition came from Brown. He said that speaking is a productive skill that can be directly and empirically observed, those observation are invariably

³A. Kaharuddin Bahar, *Interactional Speaking, A Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trustmedia Publishing, 2014), p. 1-2.

⁴A. Kaharuddin Bahar, *Transactional Speaking* (Samata Gowa: Gunadrama Ilmu, 2014), p. 3-4.

⁵Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon, 1998), p. 13.

⁶David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992), p. 23.

colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.⁷ Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized.

Webster states speaking is the action of conveying information or expressing one's ideas, thoughts, and hearts in spoken language, to utter words or articulate sounds, as human beings, to express thoughts and express opinions by words.⁸

Based on the explanation above, the researcher conclude that speaking is the ability of a person to pronounce words to convey messages, express ideas, convey opinions, and feelings to others people through spoken language.

2.1.2 Definition of Speaking Skill

A speaking skill is the ability to use the normal communication, stress, intonation, grammatical structure, and vocabulary of a foreign language at a normal rates delivery for native speakers of the language.⁹ It means that speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. A speaking skill is the active use of language to express meanings so that other people can make sense of them.¹⁰

Based on the explanation above, the researcher conclude that speaking skill is the ability used to communicate the speech sound for expressing and conveying a

⁷H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004), p. 140.

⁸Webster, *The New international Webster's Comprehensive of the English Language* (United Stated: Tridents Press International, 2003), p. 406.

⁹David Nunan, *Research Methods in Language Learning*, p. 239-240.

¹⁰Lynne Cameron, *Teaching Languages to Young Learner* (New York: Cambridge University Press, 2001), p. 40.

message or idea. 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.

2.1.3 Types of Speaking

In using a foreign language in the classroom, the students may produce several types of speaking performance to promote their communicative competence. According to Brown there are five categories of speaking that the student may carry out in the classroom.

2.1.3.1 Imitative

Imitative is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. It means that imitative speaking tasks are based on repetition. You just need to repeat a sentence you hear. The example of imitative assessment tasks given here are phonepass test and word repetition task.

2.1.3.2 Intensive

Intensive speaking goes to a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language. The example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion; limited picture cued tasks including simple sequences; and translation up to the simple sentence level.

2.1.3.3 Responsive

Responsive is interaction and test comprehension but at somewhat limited level of very short conversations, standard greetings, and small talk. It refers to short replies to teachers. It can be learners to initiated questions or comments. Students

should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom.

For example:

T : How are you today?

S : Pretty good, thanks, and you?

T : What is the main idea in this essay?

S : The United Nations should have more authority.

2.1.3.4 Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional speaking and interpersonal speaking. Transactional speaking is conducted for the purpose of conveying and exchanging specific information. The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. The example is role play, interview, **discussions, conversations, and games.**

2.1.3.5 Extensive (monolog)

Extensive is an oral production tasks that suitable for students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The example is retelling a story, **oral presentation, and picture cued story telling.**¹¹

¹¹H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, p. 141-142.

Based on the explanation above the researcher chooses to focus on one types of speaking performance, that is intensive speaking. Intensive speaking is planned to practice some phonological or grammatical features of language that can be self initiated or pair work activity.

2.1.4 Problem with Speaking Activities

There are many people especially student difficulties in learning language primarily in speaking. According to Penny Ur there are four problems of speaking activities. They are inhibition, nothing to say, low or uneven participation, and mother tongue use, as the following:

2.1.4.1 Inhibition

Speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language. In the classroom they worried about mistakes or simply shy of the attention that their speech attracts. It means that the student had inhibited because they are afraid of being criticized when they speak in front of other friends.

2.1.4.2 Nothing to say

Even if they are not inhibited, we often hear learners complain that they can't think anything to say but they have many ideas actually. It is because the student less the vocabulary and they don't know what their want to say. It means that the student have not idea to speak. Some students get the difficulties in thinking mistakes, they have not motivation to express themselves beyond the feeling that they should speaking.

2.1.4.3 Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. In a large group in speaking classroom, this means that each one will have only very little talking time. There is a tendency of some learners to dominate while others speak very little or not at all. It means that one of the reasons for the lack of students' speaking skill is that students don't participate in learning activities. Students are afraid to ask questions or express opinions in learning activities.

2.1.4.4 Mother tongue use

In a class where a lot of learners share the same mother tongue, they tend to use it because it is easier for them. The use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers.¹² The problem of speaking is a problem of student. It is make students deprivation self confidence. Based on the problem above the researcher decides to use cooperative script learning model to solve that problem.

2.1.5 Speaking Assessment

The teacher needs to assess the speaking lesson to know how far the students mastered the speaking lesson. To assess the speaking lesson, students should perform their speaking skill in the teaching and learning process. The researcher used scoring classification of four components, namely pronunciation, vocabulary, fluency, and comprehension to assess speaking skill of pre-test and post-test. Then, the researcher used scoring scale for scoring intensive speaking to assess the material in the form of dialogue completion task given to each group.

¹²Penny Ur, *A Course in Language Teaching: Practice and Theory* (Longman: Cambridge University Press, 1996), p. 121.

For intensive speaking, Brown states that there are three components of speaking to be scored:

Criteria	Score
Comprehensible; acceptable target form	2
Comprehensible; partially correct target form	1
Silence, or seriously incorrect target form ¹³	0

(Source: *Score of Intensive Speaking*)

Therefore, the researcher used the component of intensive speaking to be scored because it was more appropriate scoring scale for scoring intensive speaking as comprehension aspects for sentence or dialogue completion task combined with the component of speaking based on Brown that the researcher used in this research.

2.1.6 The Concept of 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, test 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.¹⁴

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.

¹³Azlina Kurniati, Eliwanti and Novitri, *A Study on The Speaking Ability of The Second Year Students of SMK TELKOM Pekanbaru* (Unpublish Journal: Language and Arts Department Faculty of Teachers Training and Education Riau University), p. 8.

¹⁴H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p. 141.

2.1.6.1 Some Forms of Assessments for Intensive Speaking

In designing intensive speaking there are some forms of assessments for intensive speaking. They are:

2.1.6.1.1 Directed Response Tasks

The test administrator elicits a particular grammatical form or a transformation of sentence. Such tasks are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output.

Example: Directed Response

Test takes hear : Tell me that you like read a book.

Tell her that you are sick.

Tell him that you are not interested in badminton.

Remind him what time it is.

2.1.6.1.2 Read Aloud Tasks

Intensive reading aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily administered by selecting passage that incorporate test specs and by recording test takers output; the scoring relatively easy because all of test takers oral production is controlled.

The variations could be:

1. Reading a scripted dialogue.
2. Reading sentences containing minimal pairs. Examples: Try not to heat/ hit the pan too much.
3. Reading information from a table or chart.

For examples:

Read aloud stimulus, paragraph length

A bank is a building for saving or borrowing money. People go to the bank to deposit their money or save it for some interest, the bank also gives to the people. If we borrow money from a bank we should pay interest. Today there are more commercial banks than there were in the past. They often their service to private citizens, to businessman and to the government though the bank we can pay the telephone and also electricity bills. We can send or transfer our money quickly to others to. The bank also gives many prizes for the costumers. The bank tellers help us to save or withdraw our money. They serve us quickly and precisely. But if want to do the transaction more quickly we can do it through the ATM machine.

2.1.6.1.3 Sentence/ Dialogue Completion Tasks and Oral Questionnaires

Test takers are first given time to read through the dialogue to get its gist and to think about appropriate lines to fill in. Then as the tape, teacher, or test administrator produce one part orally, and test takers respond. It means that students read through the dialogue so he can think about proper lines to fill in. The teacher produces one part orally and the student responds.

Advantage: more time to anticipate an answer, no potential ambiguity created by aural misunderstanding (oral interview). Disadvantage: It is inauthentic, except in situations such as parent reading to a child, sharing a story with someone, giving a scripted oral presentation. It is not communicative in real contexts.

For example:

Dialogue Completion Task

Test takers read (and then hear):

In a department store

Shopkeeper : Good afternoon. Is there anything I can help you with?

Customer : _____

Shopkeeper : Why? What's with it?

Customer : _____

Shopkeeper : Sorry, you can't exchange the shirt you bought. Why don't you give it to your brother? I'm sure he would be happy with it.

Customer : _____

Shopkeeper : I am sorry, the receipt says once a product has been purchased, it can't be returned.

Test takers respond with appropriate lines

Directed respond tasks

Test takes see:

Interviewer : What did you do last weekend?

Test taker : _____

Interviewer : What will you do after you graduate from this program?

Test taker : _____

Test taker : _____?

Interviewer : I was in Japan for to weeks.

Test taker : _____?

Interviewer : It's ten thirty.

Test takers respond with appropriate lines

2.1.6.1.4 Picture Cued Tasks

The picture cued requires a description from the test taker. Picture cued story telling is one of the most techniques for eliciting oral production is through visual picture, photographs, diagrams, and charts. The purpose of picture cued story telling is to provide students with examples of how chronology is used in discussions. Also, it is used to illustrate situations.

The types are:

1. Picture cued elicitation of minimal pairs
2. Picture cued elicitation of comparatives
3. Picture cued elicitation of future tense
4. Picture cued elicitation of nouns, negative responses, numbers, and location
5. Picture cued elicitation of responses and description
6. Picture cued elicitation of giving directions
7. Picture cued elicitation of multiple choice description for two tests takers

2.1.6.1.5 Translation (Limited Stretches of Discourse)

Translation is a communicative device in contexts where English is not a native language. Translation of words, phrases, or short sentences was mentioned under the category of intensive speaking. The longer texts are presented for the test-takers to read in native language and translate into English.¹⁵

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

¹⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p. 141-159.

its gist (main point), then the tape/teacher produces one part orally and the test taker respond.

2.1.7 The Concept of Cooperative Learning

Cooperative learning is one of the most widespread and fruitful areas of theory, research and practice in education. According to 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.¹⁶ It means that cooperative learning is prioritized cooperation in solving problems to applied knowledge and skills in order to achieve common goals.

According to Ghazi Ghaith, cooperative learning is an instructional strategy that utilizes group work to structure classroom interaction. It is based on the principles of positive interdependence, individual accountability, face to face interaction, interpersonal skills, and group processing as means to achieving individual and group goals.¹⁷

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.

¹⁶Robert E. Slavin, *Cooperative Learning* (Washington: Educational Resources Information Center, 1982), p. 5.

¹⁷Ghazi Ghaith, *Using Cooperative Learning to Facilitate Alternative Assessment* (Lebanon: English Teaching Forum, 2002), p. 27.

2.1.8 The Concept of Cooperative Script

Cooperative is cooperation; acting or working together with a common purpose, willingness to be helpful or mutual assistance, while the script is writing a text of a play, speech, or a paper document.

Cooperative script is one of the models of cooperative learning. Komalasari argues that cooperative script is a learning in which students work in pairs, and orally alternately summarize the parts of the material being studied.¹⁸ 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.¹⁹

According to Suprijono, cooperative script is a learning model where students work in pairs and alternately verbally, to summarize the parts of the material to be taught.²⁰ While A'la 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.²¹

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

¹⁸ Kokom Komalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi* (Jakarta: Refika Aditama, 2010), p. 63.

¹⁹ Miftahul Huda, *Model Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2014), p. 213.

²⁰ Agus Suprijono, *Cooperative Learning* (Yogyakarta: Pustaka Pelajar, 2012), p. 40.

²¹ Miftahul A'la, *Quantum Teaching* (Yogyakarta: Diva Press, 2011), p. 97.

through collaboration with groups. Students find ideas, information, and knowledge of what the teacher explains.

2.1.8.1 The Characteristics of Cooperative Script

The characteristics of the cooperative script learning model are:

1. Students in groups cooperatively complete learning materials according to the basic competencies to be achieved.
2. Groups are formed from several students who have different abilities, high, medium, and low ability levels.
3. Awards are more emphasis on the group than each individual.²²

2.1.8.2 The Procedures of Cooperative Script

Based on the variations of these stages, there are also many designations of Cooperative Script learning strategies, including MURDER Scripts (Mood, Understand, Recall, Detect, Elaborate, and Review).

The procedures of cooperative script are:

1. Mood is a stage of agreement to determine the rules used in collaboration, for example giving a signal if something goes wrong when conveying key ideas such as tapping the shoulder or with voice signals or with others.
2. Understand is the reading stage to understand the contents of the text in a certain time.
3. Recall is the stage of summarizing the main ideas of the material, and then conveying to the partner.
4. Detect is finding errors from summaries and delivery of partners.

²² Tukiran Taniredja, dkk, *Model Model Pembelajaran Inovatif dan Efektif* (Bandung: Alfabeta, 2013), p. 96.

5. Elaborate is a stage outlining the results of a summary of the material from students to their partners.
6. Review is the second stage the couple looks for the relationship of the main material ideas with the real life of students, other ideas that have been studied, opinions about material, and emotional reactions or responses to the main ideas of the material.²³

The other 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.²⁴

²³ Hadi Susanto, "Model Pembelajaran Cooperative Script", <https://bagawanabiyasa.wordpress.com/2013/05/21/model-pembelajaran-cooperative-script> (Accessed on 21 July 2019).

²⁴ Y. Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2009), p. 280.

2.1.8.3 The Principles of Cooperative Script

The cooperative script had concepts from the accelerated learning, active learning, and cooperative learning. Then the principles in this learning model are the same as the principles that exist in cooperative learning, the principles of which are:

1. Students must have a perception that they are sinking and acting together.
2. Students have responsibility for other students in the group, in addition to responsibility for themselves in learning the material at hand.
3. Students must make it clear that they all have the same goal.
4. Students must share duties and share responsibilities, as much as among group members.
5. Students would be given an evaluation or award that would influence the evaluation of all group members.
6. Students share leadership, while they acquire skills to work together while study.
7. Students would be asked to account individually for the material learned in cooperative groups.²⁵

2.1.8.4 The Advantages and Disadvantages of Cooperative Script

According to Huda, Cooperative script learning model had several advantages and disadvantages, they are:

1. Advantages of Cooperative Script
 - a. Can grow new ideas, critical learning power, and develop the spirit of courage in conveying new things that are believed to be true.
 - b. Teach students to trust the teacher and more trust in their own ability to think, seek information from other sources, and learn from other students.

²⁵Mahisa Alit, *Pembelajaran Kooperatif, Apa dan Bagaimana* (Cirebon: SD Negeri 2 Bungo Lor, 2002), p. 210.

- c. Encourage students to help solving problems by exposing their ideas verbally and comparing student ideas with other student ideas.
 - d. Help students learn to respect smart students and students who are less intelligent and accept the differences.
 - e. Motivate students who are less clever to be able to express their thoughts.
 - f. Facilitate students to discuss and conduct social interaction.
 - g. Improve the ability to think creatively.
2. Disadvantages of Cooperative Script
- a. Some students may initially be afraid to issue ideas, afraid of being judged friends in their group.
 - b. Not all students are able to apply the cooperative script learning model, so there was a lot of time to explain about this learning model.
 - c. The use of cooperative script learning models must be very detailed in reporting the appearance of each student and each student's assignment, and spend a lot of times calculating the results of group achievements.
 - d. This learning model is difficult to form a solid group that can work well together.
 - e. Individual assessment of students or students is difficult because it is hidden in groups.²⁶

2.2 Previous Research Findings

There are some researchers who have conducted research by using a few models in teaching English. There are:

Abdul Halik, Muhammad Asrul Sultan, and Zaid Zainal, in his research Efektivitas Penerapan Cooperative Script dalam Meningkatkan Kemampuan

²⁶Miftahul Huda, *Model Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013), p. 214.

Memahami Bacaan Siswa Kelas V SD Negeri 17 Parepare. The result of the study showed that the score of the average reading ability of student before and after the treatment had increased from 16,86 to be 24,06. In other words, the cooperative script method was effectively used in reading comprehension learning.²⁷

Idzni Fildza Dg. Maulana, in her research *The Use of Cooperative Script Method in Teaching Vocabulary at The Second Grade of MTs Madani Alauddin Pao-Pao*. The result of data analysis showed that the total score of students in experimental class in the post-test was 1704 and 1446 for control class. In addition, the mean score in post-test for experimental class was 68.16 and 57.84 for control class. The data showed that the students' score and the students' competence in experimental class higher than in control class. It means that cooperative script method more effective than conventional strategy in teaching vocabulary at second grade of MTs Madani Alauddin Pao-Pao.²⁸

Fatima Azzahra, in her research *Efektivitas Penggunaan Metode Cooperative Script dalam Meningkatkan Motivasi Belajar Fiqih Peserta Didik Kelas VIII di MTs DDI Lil-Banat Parepare*. The result of her research showed that cooperative script method effective and there was influence significant to improve the student study motivation in fiqih subject.²⁹

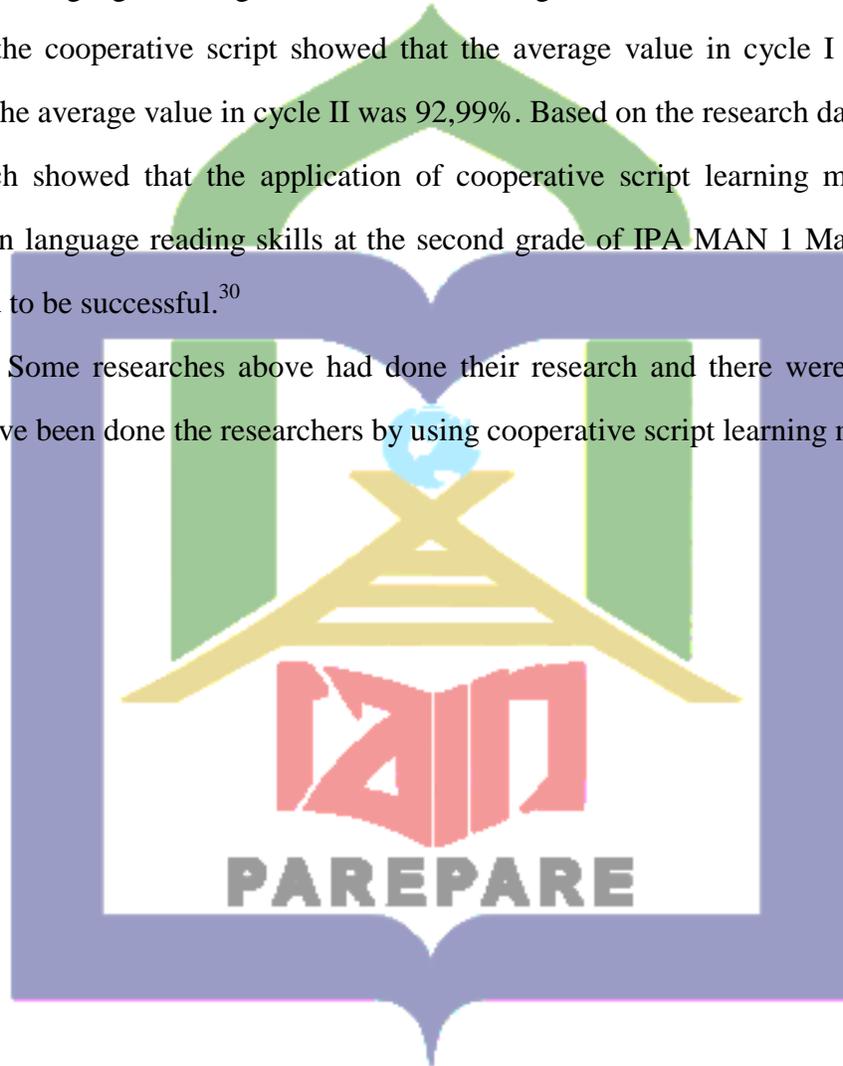
²⁷Abdul Halik, Muhammad Asrul Sultan, and Zaid Zainal, *Efektivitas Penerapan Cooperative Script dalam Meningkatkan Kemampuan Memahami Bacaan Siswa Kelas V SD Negeri 17 Parepare* (Jurnal Publikasi Pendidikan: Program Studi PGSD Fakultas Ilmu Pendidikan Universitas Negeri Makassar, 2017), p. x.

²⁸Idzni Fildza Dg. Maulana, *The Use of Cooperative Script Method in Teaching Vocabulary at Second Grade of MTs Madani Alauddin Pao-Pao* (Publish Thesis: English Education Department Tarbiyah and Teaching Science Faculty UIN Alauddin Makassar, 2017), p. xii.

²⁹Fatima Azzahra, *Efektivitas Penggunaan Metode Cooperative Script dalam Meningkatkan Motivasi Belajar Fiqih Peserta Didik Kelas VIII di Madrasah Tsanawiyah DDI Lil-Banat Parepare* (Unpublish Script: Program Studi Pendidikan Agama Islam, 2016), p. x.

Mariona and Abd. Kasim Ahmad in her research Penerapan Model Pembelajaran Cooperative Script dalam Kemampuan Membaca Bahasa Jerman Siswa Kelas XI IPA MAN 1 Makassar. The result of our show that the results of tests on German language reading skills at the second grade of IPA MAN 1 Makassar by using the cooperative script showed that the average value in cycle I was 64,72% while the average value in cycle II was 92,99%. Based on the research data above, the research showed that the application of cooperative script learning models in the German language reading skills at the second grade of IPA MAN 1 Makassar could be said to be successful.³⁰

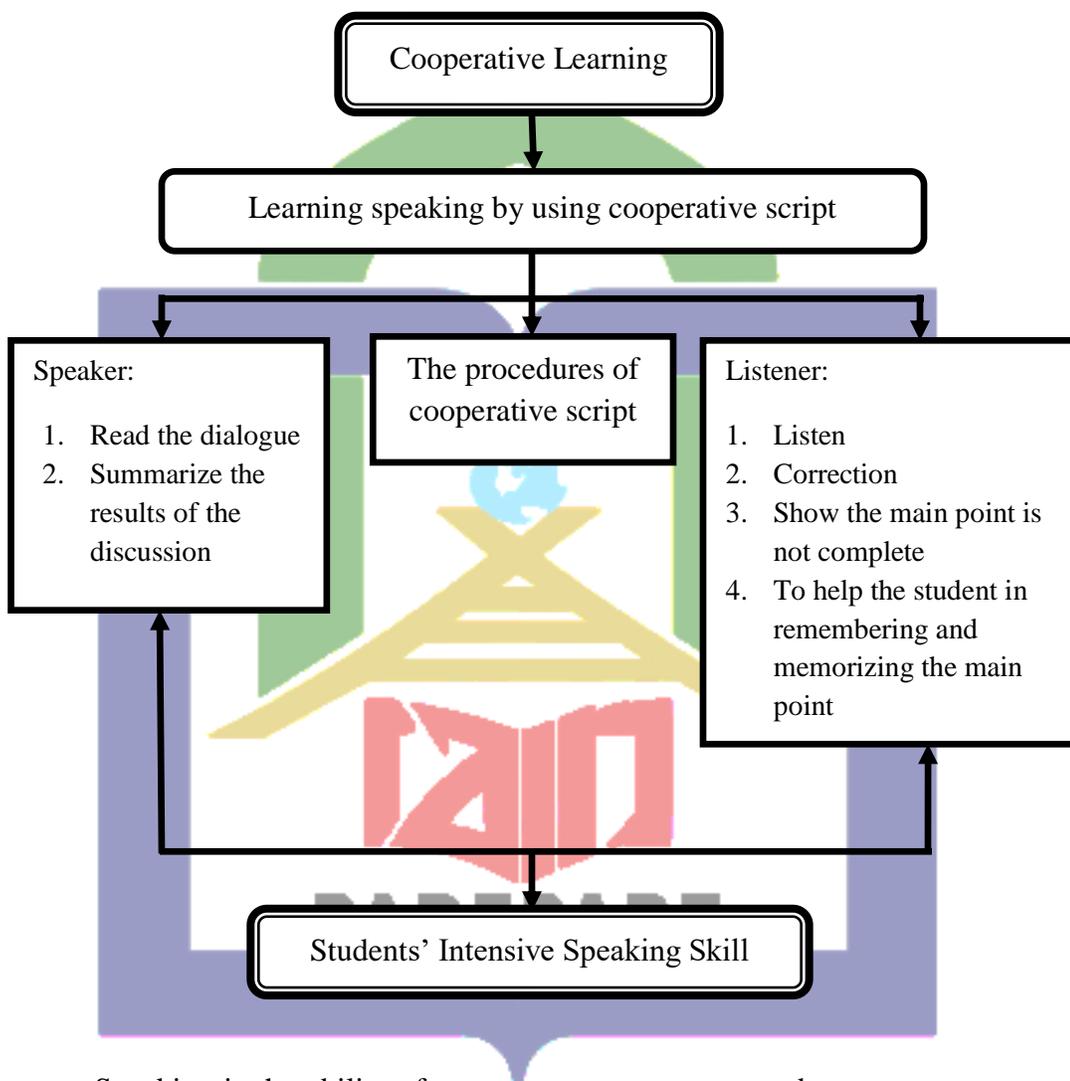
Some researches above had done their research and there were many ways that have been done the researchers by using cooperative script learning models.



³⁰Mariona and Abd. Kasim Ahmad, *Penerapan Model Pembelajaran Cooperative Script dalam Kemampuan Membaca Bahasa Jerman Siswa Kelas XI IPA MAN 1 Makassar* (Eralingua: Fakultas Bahasa dan Sastra Universitas Negeri Makassar, 2017), p. 154.

2.3 Conceptual Framework

The conceptual framework underlying in this research had given in the following diagram.



Speaking is the ability of a person to pronounce words to convey messages, express ideas, convey opinions, and feelings to others people through spoken language. Many variation of learning models that used in learning speaking, one of them is cooperative script. Where in this model students work as two roles, the first

role is students become speakers, and the second role is students as listeners. The speaker's role as the reader of the dialogue and summarize the results of the discussion while the listener's role as listener, give correction, and show the main point is not complete. Another role of listener in this model is to help the student in remembering and memorizing the main point.

2.4 Hypothesis

The hypothesis is the conclusion based on fact and become the temporary answer from the problem statements. Based on the problem statement, the researcher put forward the hypothesis as follow:

1. Null Hypothesis (H_0) : There was no difference students' intensive speaking skill before and after using cooperative script learning model.
2. Alternative Hypothesis (H_a) : There was difference students' intensive speaking skill before and after using cooperative script learning model.

2.5 Variable and Operational Definition

2.5.1 Variable

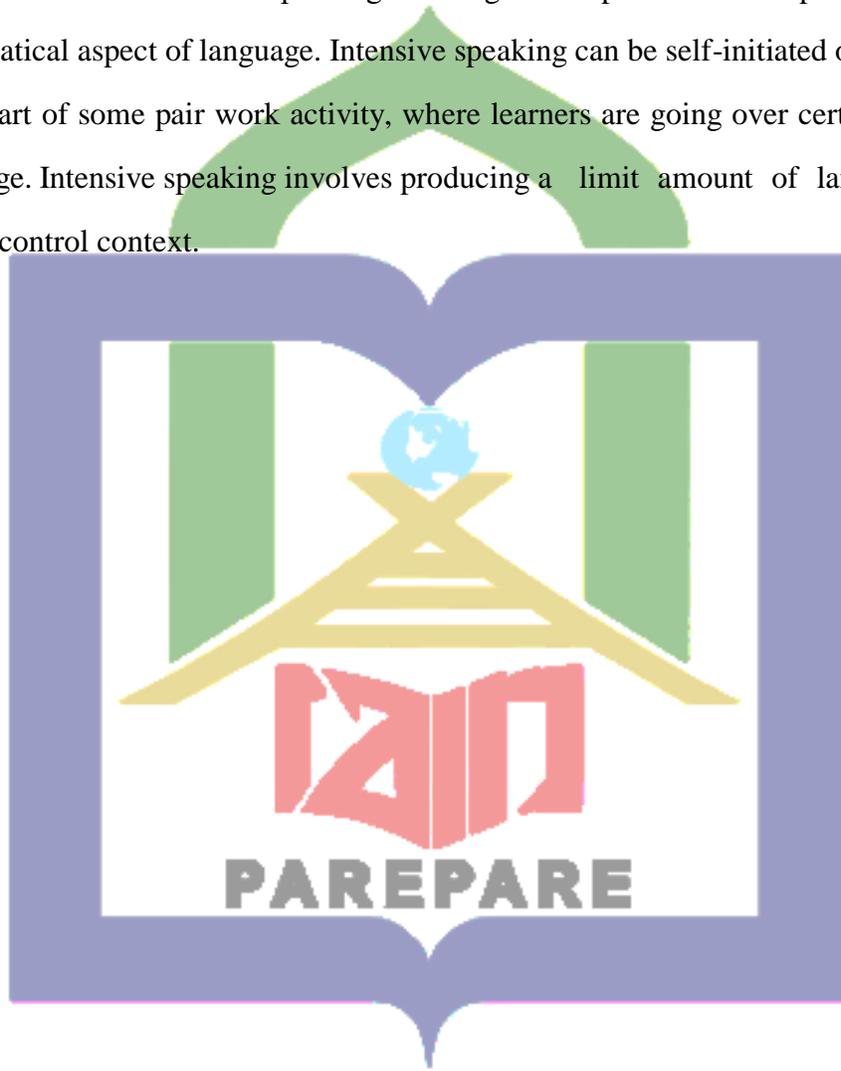
There are two variables involves in this research, dependent variable and independent variable, which are the independent variable is cooperative script and the dependent variable is the students' intensive speaking skill.

2.5.2 Operational Definition of Variable

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 learning model is learning model where students work in pairs and

take turns verbally summarizing the parts of the material being studied. Where in this model students work as two roles, the first role is students become speakers, and the second role is students as listeners.

Students' intensive speaking is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language. Intensive speaking involves producing a limit amount of language in a highly control context.



CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

The researcher used pre-experimental with one group pretest-posttest design. It examined the effect of independent variable to dependent variable. The design presented as follow:

O₁ X O₂

Where:

O₁ : Pre-test

X : Treatment

O₂ : Post-test³¹

3.2 Location and Duration of Research

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.

3.3 Population and Sample

3.3.1 Population

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.

³¹ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 110-111.

Table 3.1 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

(Source: Administration of SMK DDI Parepare 2019/2020)

3.3.2 Sample

Based on the population above, the researcher used probability sampling with cluster sampling. According to Sukardi, explained about cluster sampling is a sampling, where the sample elements are clusters. The cluster sampling technique also called the group technique or clump technique. This technique is done by selecting samples which is based on the cluster not the individual.³² 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.

3.4 Instrument of the Research

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-test conducted 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

³²Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: PT. Bumi Aksara, 2013), p. 15-16.

the result of the pre-test. The researcher used recorder in getting data from the students' voice.

Observation includes the activity of focusing attention to the object by using all the sense.³³ In this observation, the researcher would take the data that had collected through the observation sheet as attach.

3.5 Procedure of Collecting Data

In collecting data, the researcher had given the students some steps as follows:

3.5.1 Pre-test

Before the material gave, the researcher had given speaking test in order to know their base speaking skill. The pre-test used to check the students' intensive speaking ability before treatment gave. The pre-test used to find out the initial skill or ability before cooperative script had implemented.

3.5.2 Treatment

The treatment held after pre-test had given in the classroom. The students stayed-up at classroom during the treatment held. The researcher would apply cooperative script as a way in improve the students' intensive speaking skill. The treatment was based on procedures for each activity in each meeting as follows:

3.5.2.1 First Meeting

For the first meeting there are some steps, they are: first, the researcher greets the students. After that, the researcher explains expression of relief, pain and pleasure and the researcher explains the cooperative script learning model. Then, the researcher divides the students in some group, every group consist of two students.

³³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Bina Angkasa, 1987), p. 146.

After that, the researcher gives a manuscript in the form of dialogue completion task to every group.

The researcher gives time to complete the dialogue. After that, every group rises in front of the class to tell the results of the group. After that, the researcher and the students determine who will perform as a speaker and who will as a listener, as speaker: the speaker reads the dialogue that they have completed, as listener: listening, correcting, and helping remember about the dialogue. Then, the researcher concludes the material from the student. Finally, the researcher closes the class.

3.5.2.2 Second Meeting

For the second meeting there are some steps, they are: first, the researcher greets the students. After that, the researcher explains expression of agreement and disagreement. Then, students do cooperative script learning model as the previous session. After that, the researcher divides the students in some group, every group consist of two students. Then, the researcher gives a manuscript in the form of dialogue completion task to every group.

The researcher gives time to complete the dialogue. After that, every group rises in front of the class to tell the results of the group. After that, the researcher and the students determine who will perform as a speaker and who will as a listener, as speaker: the speaker reads the dialogue that they have completed, as listener: listening, correcting, and helping remember about the dialogue. Then, the researcher concludes the material from the student. Finally, the researcher closes the class.

3.5.2.3 Third Meeting

For the third meeting there are some steps, they are: first, the researcher greets the students. After that, the researcher explains about giving advice and warnings.

Then, students do cooperative script learning model as the previous session. After that, the researcher divides the students in some group, every group consist of two students. Then, the researcher gives a manuscript in the form of dialogue completion task to every group.

The researcher gives time to complete the dialogue. After that, every group rises in front of the class to tell the results of the group. After that, the researcher and the students determine who will perform as a speaker and who will as a listener, as speaker: the speaker reads the dialogue that they have completed, as listener: listening, correcting, and helping remember about the dialogue. Then, the researcher concludes the material from the student. Finally, the researcher closes the class.

3.5.2.4 Fourth Meeting

For the fourth meeting there are some steps, they are: first, the researcher greets the students. After that, the researcher explains expression of offering. Then, students do cooperative script learning model as the previous session. After that, the researcher divides the students in some group, every group consist of two students. Then, the researcher gives a manuscript in the form of dialogue completion task to every group.

The researcher gives time to complete the dialogue. After that, every group rises in front of the class to tell the results of the group. After that, the researcher and the students determine who will perform as a speaker and who will as a listener, as speaker: the speaker reads the dialogue that they have completed, as listener: listening, correcting, and helping remember about the dialogue. Then, the researcher concludes the material from the student. Finally, the researcher closes the class.

3.5.2.5 Fifth Meeting

For the fifth meeting there are some steps, they are: first, the researcher greets the students. After that, the researcher explains expression of asking for information, giving information, and denying information. Then, students do cooperative script learning model as the previous session. After that, the researcher divides the students in some group, every group consist of two students. Then, the researcher gives a manuscript in the form of dialogue completion task to every group.

The researcher gives time to complete the dialogue. After that, every group rises in front of the class to tell the results of the group. After that, the researcher and the students determine who will perform as a speaker and who will as a listener, as speaker: the speaker reads the dialogue that they have completed, as listener: listening, correcting, and helping remember about the dialogue. Then, the researcher concludes the material from the student. Finally, the researcher closes the class.

3.5.2.6 Sixth Meeting

For the sixth meeting there are some steps, they are: first, the researcher greets the students. After that, the researcher explains expression for asking and giving opinion. Then, students do cooperative script learning model as the previous session. After that, the researcher divides the students in some group, every group consist of two students. Then, the researcher gives a manuscript in the form of dialogue completion task to every group.

The researcher gives time to complete the dialogue. After that, every group rises in front of the class to tell the results of the group. After that, the researcher and the students determine who will perform as a speaker and who will as a listener, as speaker: the speaker reads the dialogue that they have completed, as listener:

listening, correcting, and helping remember about the dialogue. Then, the researcher concludes the material from the student. Finally, the researcher closes the class.

3.5.3 Post-test

Post-test was test which give to know how the cooperative script to increase students' intensive speaking skill. After doing the treatment, the research had given the post-test to the student. In this section the research had given test which same with the pre-test.

3.6 Technique of Data Analysis

The data was analyzed is quantitative data. The steps were as follow:

3.6.1 Scoring Classification

To find out the students' intensive speaking skill, it viewed from the four components, and they are: pronunciation, vocabulary, fluency, and comprehension.

Table 3.2 Scoring formulation for students' intensive speaking skill

Classification	Score	Criteria
Pronunciation	9-10	Equivalent to and fully accepted by educated native speaker.
	7-8	Errors in pronunciation are quite rare.
	5-6	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	3-4	Accent is intelligible though often quite faulty.
	1-2	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	9-10	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	7-8	Can understand and participate in any conversation within the range of his experience

	5-6	with a high degree of precision of vocabulary. Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	3-4	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1-2	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	9-10	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	7-8	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5-6	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	3-4	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1-2	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
Comprehension	9-10	Equivalent to that of an educated native speaker.
	7-8	Can understand any conversation within the range of his experience.
	5-6	Comprehension is quite complete at a normal rate of speech.
	3-4	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
	1-2	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech,

repetition, or paraphrase.

(Source: Douglas Brown, *Data of Score formulation for speaking assessment*)³⁴

3.6.2 The students' score classified based on the following classification

The data collected through the test by using inferential statistic percentage. Score also used to know the students' intensive speaking skill. The result of students' score classified based on the score obtained by students. The researcher used score 10 to give score on the result of students' test. The classification score by looking the following table:

Table 3.3 The classification students' score

No	Classification	Score
1	Very Good	8.0 – 10
2	Good	6.6 – 7.9
3	Fair	5.6 – 6.5
4	Poor	4.0 – 5.5
5	Very poor	≤ 4.0

(Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*)³⁵

3.6.3 Scoring the students' intensive speaking of pre-test and post-test

$$\text{Score} = \frac{\text{Students Correct}}{\text{the total item}} \times 100$$

1. Finding out the mean score of pre-test and post-test by using the following formula:

$$\bar{X} = \frac{\sum X}{n}$$

In which:

\bar{X} = Mean Score

³⁴ H Douglas Brown. *Language Assessment and Classroom Practices* (USA: Pearson Education, Inc, 2004), p. 172-173.

³⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, edisi revisi (Jakarta: PT. Bumi Aksara, 2005), p. 245.

$\sum \chi$ = Total Score

n = The Total Number of Students³⁶

2. Calculating the rate percentage of students' score by using the following formula:

$$P = \frac{F}{n} \times 100\%$$

Where:

P = Percentage

F = Frequency

n = Total Number of Sample³⁷

3. Finding out the standard deviation by applying this formula:

$$SD = \sqrt{\frac{SS}{n-1}}, \text{ where } SS = \sum \chi^2 - \frac{(\sum \chi)^2}{n}$$

Where:

SD = Standard deviation

SS = The sum of square

n = The total number of the subject

$\sum \chi^2$ = The sum of all square; each score is squared and all the squares are added up

$(\sum \chi)^2$ = The square of the sum; all the scores are added up and the sum is square, total.³⁸

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

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

In which:

D = The mean score of difference

³⁶L.R Gay, *Educational Research* (New York: Charles E. Meril Publishing Company, 1987), p. 298.

³⁷L.R Gay, *Educational Research Competencies for Analysis and Applications*, second edition (Columbus: Charles E. Meril Publishing Company, 1981), p. 225.

³⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 264-265.

$\sum D$ = The total scores of difference between pre-test and post-test
 $(X^1 - X^2)$

n = Total sample

5. Finding out the difference of the mean score of difference between pre-test and post-test by calculate the t-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where:

T : The test of significance

D : The mean score of difference $(X_1 - X_2)$

$\sum D$: The sum of the total score difference

$\sum D^2$: The square of the sum score of difference

n : The total sample³⁹

3.7 Criteria of Testing Hypothesis

The statistical hypothesis in this researcher as follows:

$$H_0 : \mu_1 - \mu_2 = 0$$

$$H_a : \mu_1 - \mu_2 \neq 0$$

To test hypothesis, the research used one tail test, with 0.05 level of significances. For independence sample, the formula of freedom (df) is $n-1$. If t-table value higher than t-test value. H_0 is accepted, it means that there was no difference students' intensive speaking skill before and after using cooperative script learning model.⁴⁰

³⁹L.R Gay, *Educational Research Competencies for Analysis and Applications*, second edition (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 331.

⁴⁰Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2010), p. 119.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that could be discussed in the section below.

4.1 Research Finding

4.1.1 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.

4.1.2 Finding through the Test

4.1.2.1 The Students' Speaking Skill by Using Pre-test

The researcher had given pre-test to find out extent the students' intensive speaking skill before treatment by applying cooperative script learning model. The researcher gave some question to the students' as the pre-test to know the students' intensive speaking skill. Every student got the questions and answered it. Then, the researcher recorded the students' answers. After giving the pre-test, the researcher

found out the result of students' intensive speaking skill based on the criteria of speaking skill which are pronunciation, vocabulary, fluency, and comprehension before giving treatment. The result was shown in the following table:

Table 4.1 The Students' Score in Pre-test

No	Student	Speaking Scoring				Sum	Average	Classification
		Pronunciation	Vocabulary	Fluency	Comprehension			
1	AD	5	6	6	6	23	5.75	Fair
2	A	6	5	5	4	20	5	Poor
3	ES	6	3	3	5	17	4.25	Poor
4	H	6	7	7	8	28	7	Good
5	HW	3	3	5	5	16	4	Poor
6	IB	3	2	4	5	14	3.5	Very Poor
7	JAA	8	7	7	8	30	7.5	Good
8	MB	7	6	6	6	25	6.25	Fair
9	MA	6	3	3	5	17	4.25	Poor
10	MR	2	2	3	4	11	2.75	Very Poor
11	R	5	6	5	6	22	5.5	Poor
12	AP	8	5	7	7	27	6.75	Good
13	MZ	2	3	2	5	12	3	Very Poor
14	MF	6	7	6	7	26	6.5	Fair
15	AA	5	6	8	7	26	6.5	Fair
16	GA	7	5	7	7	26	6.5	Fair
17	MIA	2	2	2	6	12	3	Very Poor
18	MA	5	5	7	7	24	6	Fair
19	WRL	7	8	8	8	31	7.75	Good
20	AAN	8	8	8	8	32	8	Very Good
21	FAA	2	6	5	6	19	4.75	Poor
22	E	5	7	7	7	26	6.5	Fair
Σ						484	121	

(Data Source: The students' score in pre-test)

Found on the table above about students' score in pre-test. From 22 students showed that the sum score in pre-test was 484 and the average score in pre-test were 121. After knowing the students' score in pre-test based on criteria of speaking skill which are pronunciation, vocabulary, fluency, and comprehension. The following table below was to know students' intensive speaking score in pre-test:

Table 4.2 The Students' Intensive Speaking Score in Pre-test

No	Students	Pre-test of Students		
		Total Score (X_1)	$(X_1)^2$	Classification
1	AD	5.75	33.06	Fair
2	A	5	25	Poor
3	ES	4.25	18.06	Poor
4	H	7	49	Good
5	HW	4	16	Poor
6	IB	3.5	12.25	Very Poor
7	JAA	7.5	56.25	Good
8	MB	6.25	39.06	Fair
9	MA	4.25	18.06	Poor
10	MR	2.75	7.56	Very Poor
11	R	5.5	30.25	Poor
12	AP	6.75	45.56	Good
13	MZ	3	9	Very Poor
14	MF	6.5	42.25	Fair
15	AA	6.5	42.25	Fair
16	GA	6.5	42.25	Fair
17	MIA	3	9	Very Poor
18	MA	6	36	Fair
19	WRL	7.75	60.06	Good
20	AAN	8	64	Very Good
21	FAA	4.75	22.56	Poor
22	E	6.5	42.25	Fair
Σ		121	719.73	

(Data Source: the students' intensive speaking score in pre-test)

Based on the result of pre-test analysis in the table above, it showed that there are four students got very poor, there are six students got poor, there are seven students got fair, there are four students got good, and there are one student got very good. However, the average score was 121 from the overall students achieved of their speaking. It described that the students' intensive speaking skill was still poor before getting a treatment. Found on the table above about students' intensive speaking score in pre-test. We knew the frequency of the classification score by looking the following table:

Table 4.3 The Rate Percentage of the Frequency of the Pre-test

No	Classification	Score	Frequency	Percentage (%)
1	Very good	8.0 – 10	1	4.54%
2	Good	6.6 – 7.9	4	18.18%
3	Fair	5.6 – 6.5	7	31.81%
4	Poor	4.0 – 5.5	6	27.27%
5	Very poor	≤ 4.0	4	18.18%
Total			22	100%

(Data Source: the rate percentage of the frequency of the pre-test)

The table above described that one student classified into very good with rate percentage (4.45%), there were four students classified into good with rate percentage (18.18%), there were seven students classified into fair with rate percentage (31.81%), there were six students classified into poor with rate percentage (27.27%), and there were four students classified into very poor with rate percentage (18.18%).

4.1.2.2 The mean score and the standard deviation in the pre-test

The following are the process of calculating to find out the mean score and standard deviation based on the calculating of student's score in the pre-test.

Calculating the mean score of pre-test as follow:

$$\bar{X} = \frac{\sum X}{n}$$

In which:

\bar{X} = Mean Score

$\sum X$ = Total Score

n = The Total Number of Students

Answer:

$$\bar{X} = \frac{121}{22}$$

$$\bar{X} = 5.5$$

So, the mean score of pre-test (X_1) is 5.5

After determining the mean score of pre-test was 5.5. It could be seen that student's intensive speaking skill was in poor category. From that analyzing, it had shown that almost of the 22 student skills in speaking was still low because most of the students got fair, poor, and very poor. The total score in pre-test was still low.

Standard derivation of pre-test as follow:

$$SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS = 719.73 - \frac{(121)^2}{22}$$

$$SS = 719.73 - \frac{14641}{22}$$

$$SS = 719.73 - 665.5$$

$$SS = 54.2$$

So, the sum of square is 54.2

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

$$SD = \sqrt{\frac{54.2}{22 - 1}}$$

$$SD = \sqrt{\frac{54.2}{21}}$$

$$SD = \sqrt{0.25}$$

$$SD = 0.5$$

Thus, the standard deviation (SD) of pre-test is 0.5

After determining the mean score (X_1) of pre-test was 5.5 and the standard deviation (SD) of pre-test was 0.5. It had shown that student's intensive speaking skill was in poor category.

4.1.2.3 The Students' Speaking Skill by Using Post-test

The researcher had given post-test to know the improvement students' intensive speaking skill after using cooperative script learning model for six meetings. Most of them were better than before. They could speak English fluently with a good pronounce. The result was shown in the following table:

Table 4.4 The Students' Score in Post-test

No	Student	Speaking Scoring				Sum	Average	Classification
		Pronunciation	Vocabulary	Fluency	Comprehension			
1	AD	7	7	7	7	28	7	Good
2	A	8	7	6	7	28	7	Good
3	ES	6	6	5	6	23	5.75	Fair

4	H	8	8	8	9	33	8.25	Very Good
5	HW	5	6	5	7	23	5.75	Fair
6	IB	5	6	5	6	22	5.5	Poor
7	JAA	9	8	8	9	34	8.5	Very Good
8	MB	7	7	8	7	29	7.25	Good
9	MA	7	6	6	8	27	6.75	Good
10	MR	5	5	4	6	20	5	Poor
11	R	8	7	7	8	30	7.5	Good
12	AP	9	7	8	8	32	8	Very Good
13	MZ	5	5	5	6	21	5.25	Poor
14	MF	9	8	8	8	33	8.25	Very Good
15	AA	9	7	9	8	33	8.25	Very Good
16	GA	8	8	8	8	32	8	Very Good
17	MIA	6	5	5	6	22	5.5	Poor
18	MA	7	6	8	8	29	7.25	Good
19	WRL	9	8	9	8	34	8.5	Very Good
20	AAN	9	8	9	9	35	8.75	Very Good
21	FAA	5	6	6	7	24	6	Fair
22	E	6	7	7	8	28	7	Good
Σ						620	155	

(Data Source: the students' score in post-test)

Found on the table above about students' score in post-test. From 21 students showed that the sum score in post-test was 620 and the average score in post-test were 155. After knowing the students' score in pre-test based on criteria of speaking skill which are pronunciation, vocabulary, fluency, and comprehension. The following table below was to know students' intensive speaking score in post-test:

Table 4.5 The Students' Intensive Speaking Score in Post-test

No	Students	Post-test of Students		
		Total Score (X_2)	$(X_2)^2$	Classification
1	AD	7	49	Good
2	A	7	49	Good
3	ES	5.75	33.06	Fair
4	H	8.25	68.06	Very Good
5	HW	5.75	33.06	Fair
6	IB	5.5	30.25	Poor

7	JAA	8.5	72.25	Very Good
8	MB	7.25	52.56	Good
9	MA	6.75	45.56	Good
10	MR	5	25	Poor
11	R	7.5	56.25	Good
12	AP	8	64	Very Good
13	MZ	5.25	27.56	Poor
14	MF	8.25	68.06	Very Good
15	AA	8.25	68.06	Very Good
16	GA	8	64	Very Good
17	MIA	5.5	30.25	Poor
18	MA	7.25	52.56	Good
19	WRL	8.5	72.25	Very Good
20	AAN	8.75	76.56	Very Good
21	FAA	6	36	Fair
22	E	7	49	Good
Σ		155	1122.35	

(Data Source: the students' intensive speaking score in post-test)

Based on the result of the post-test analysis in the table above, it showed that there are eight students got very good, there are seven students got good, there are three students got fair, and there are four students got poor category. However, the average score is 155 from the overall students achieved of their speaking. It described that the quality of the students' intensive speaking skill was good. There was improvement after getting treatment by using cooperative script learning model. Found on the table above about students' intensive speaking score in post-test. We knew the frequency of the classification score by looking the following table:

Table 4.6 The Rate Percentage of the Frequency of the Post-test

No	Classification	Score	Frequency	Percentage (%)
1	Very good	8.0 – 10	8	36.36%
2	Good	6.6 – 7.9	7	31.81%
3	Fair	5.6 – 6.5	3	13.63%
4	Poor	4.0 – 5.5	4	18.18%

5	Very poor	≤ 4.0	0	0
Total			22	100%

(Data Source: the rate percentage of the frequency of the post-test)

The table above described that eight student classified into very good with rate percentage (36.36%), there were seven students classified into good with rate percentage (31.81%), there were three students classified into fair with rate percentage (13.63%), and there were four students classified into poor with rate percentage (18.18%). The following are the process of calculating to find out the mean score and standard deviation based on the calculating of student's score in the post-test.

4.1.2.4 The Mean Score and the Standard Derivation in Post-test

The following are the process of calculating to find out the mean score and standard deviation based on the calculating of student's score in the post-test.

Calculating the mean score of post-test as follow:

$$\bar{X} = \frac{\sum X}{n}$$

In which:

\bar{X} = Mean Score

$\sum X$ = Total Score

n = The Total Number of Students

Answer:

$$\bar{X} = \frac{155}{22}$$

$$\bar{X} = 7$$

So, the mean score of post-test (X_2) is 7

After determining the mean score of post-test was 7. It could be seen that student's intensive speaking skill was in a good category.

Standard derivation of post-test as follow:

$$SS = \sum x^2 - \frac{(\sum x)^2}{n}$$

$$SS = 1122.35 - \frac{(155)^2}{22}$$

$$SS = 1122.35 - \frac{24025}{22}$$

$$SS = 1122.35 - 1092$$

$$SS = 30.35$$

So, the sum of square is 30.35

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

$$SD = \sqrt{\frac{30.35}{22-1}}$$

$$SD = \sqrt{\frac{30.35}{21}}$$

$$SD = \sqrt{1.44}$$

$$SD = 1.2$$

Thus, the standard deviation (SD) of post-test is 1.2

After determining the mean score (X_2) of post-test was 7 and the standard deviation (SD) of post-test was 1.2. It had shown that student's intensive speaking skill was in a good category.

4.1.3 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 4.7 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
	Σ	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 was 5 and the maximum score of post-test was 8.75. The mean of pre-test was 5.5 and the mean of post-test was 7. 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 4.8 The Mean Score and Standard Derivation of Pre-test and Posttest

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.

4.1.4 Data Analysis

In analyzing the data, t-test was used to make it easier to test the hypotheses.

The formula of the t-test is as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Before analyzing the data by using the t-test formula, there were several steps that should be done as follows.

4.1.4.1 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 posttest.

Table 4.9 The Worksheet of the Calculating of the Score on Pre-test and Posttest

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
Σ	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:

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

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

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

$$D = 1.5$$

So, the mean score of difference is 1.5

2. Determining the standard deviation by applying this formula:

$$SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

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

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

$$SS = 56.73 - 49.5$$

$$SS = 7.23$$

So, The sum of square is 7.23

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

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

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

$$SD = \sqrt{0.34}$$

$$SD = 0.58$$

So, The standard deviation is 0.58

3. Determining the difference of the mean score of difference between pre-test and post-test by calculate the t-test value using the following formula:

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{1.5}{\sqrt{\frac{56.73 - \frac{(33)^2}{22}}{22(22-1)}}$$

$$t = \frac{1.5}{\sqrt{\frac{56.73 - \frac{(33)^2}{22}}{22(22-1)}}$$

$$t = \frac{1.5}{\sqrt{\frac{56.73 - \frac{(33)^2}{22}}{22(21)}}$$

$$t = \frac{1.5}{\sqrt{\frac{56.73 - \frac{1089}{22}}{22(21)}}$$

$$t = \frac{1.5}{\sqrt{\frac{56.73 - 49.5}{462}}}$$

$$t = \frac{1.5}{\sqrt{\frac{7.23}{462}}}$$

$$t = \frac{1.5}{\sqrt{0.015}}$$

$$t = \frac{1.5}{0.125}$$

$$t = 12.5$$

So, The t-test value is 12.5

4.1.4.2 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 $t\text{-test} = 12.5$. 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_i) at the degree of freedom 21 in significant degrees of 0.05 (5%), the t-table (t_i) 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.

4.1.5 The Improvement Student's Intensive Speaking Skill after Using Cooperative Script Learning Model

The post-test aimed to know how was the improvement student's intensive speaking skill after using cooperative script learning model. After using cooperative script learning model, the students' intensive speaking skill had increased. Based on the result of mean score in post-test had increased from the mean score was 5.5 became the mean score was 7. It had shown that student's intensive speaking skill had changed from poor category became good category.

4.1.6 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 was 5.5 and the mean score of posttest was 7.

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_0 and compared it with the t -table. The result of the data analyzes showed that $t_0 (12.5) > t_t (1.721)$. It means that there was difference students' intensive speaking skill before and after using cooperative script learning model at SMK DDI Parepare.

4.2 Discussion

This section provides the discussion about the finding that showed in previous section. The discussion of this research provides insight about the implementation of cooperative script learning model to increase students' intensive speaking skill.

4.2.1 Data Interpretation

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.

4.2.2 The Implementation of Cooperative Script Learning Model to Increase Students' Intensive Speaking Skill

In the treatment process, the researcher took eight meetings include pre-test and post-test in teaching cooperative script learning model at the class (XI TKJ) and the class (XI PMR) to increase students' intensive speaking skill. As the theory in chapter II, the researcher did the treatment by following the procedure in teaching cooperative script learning model.

The first meeting before the researcher gave treatment that was conducted on Wednesday October 30th, 2019 which in the class of XI TKJ and XI PMR, the students were given the pre-test to measure their intensive speaking skill. After the researcher opened the meeting, the researcher gave some test to the students' as the pre-test to know extent the students' intensive speaking skill. Before the researcher gave the test, the researcher asked for every student about do you ever speak English? The type of test is interview about introduction yourself. Every student got the question and answered it.

The second meeting was conducted on Tuesday November 5th, 2019. This meeting was a first treatment after giving the pre-test. The researcher greets the student. The student take a prayer before the student study. After that, the researcher explained expression of relief, pain, and pleasure and the student listen to model of pronunciation and the student repeated what the researcher said. Then, the researcher explained about cooperative script learning model and the researcher has divided the students in some group, every group consist of two students. After that, the researcher gave a manuscript in the form of dialogue completion task to every group. Then, the researcher told stage of cooperative script teaching, they are: mood, understand, recall, detect, elaborate, and review. The researcher gave time to complete the dialogue. After that, every group rose in front of the class to tell the results of the group. Then, the researcher concluded the material from the student. Finally, the researcher closed the class.

The third meeting was conducted on Wednesday November 6th, 2019. The researcher greets the student. The student take a prayer before the student study. After that, the researcher explained expression of agreement and expression of disagreement. Then, the researcher mentioned the name of student according to the absence then the student mentioned the pronunciation of the word indicated by the researcher. Then, students do cooperative script learning model as the previous session and the researcher has divided the students in some group, every group consist of two students. After that, the researcher gave a manuscript in the form of dialogue completion task to every group. Then, the researcher told stage of cooperative script teaching, they are: mood, understand, recall, detect, elaborate, and review. The researcher gave time to complete the dialogue. After that, every group

rose in front of the class to tell the results of the group. Then, the researcher concluded the material from the student. Finally, the researcher closed the class.

The fourth meeting was conducted on Tuesday November 12th, 2019. The researcher explained expression about giving advice and warnings. Then, the researcher to mention model of pronunciation and the student repeated what the researcher said. Then, students do cooperative script learning model as the previous session and the researcher has divided the students in some group, every group consist of two students. After that, the researcher gave a manuscript in the form of dialogue completion task to every group. Then, the researcher told stage of cooperative script teaching, they are: mood, understand, recall, detect, elaborate, and review. The researcher gave time to complete the dialogue. After that, every group rose in front of the class to tell the results of the group. Then, the researcher concluded the material from the student. Finally, the researcher closed the class.

The fifth meeting was conducted on Wednesday November 13th, 2019. The researcher explained expression of asking for information, giving information, and denying information. Then, the researcher gave example for every expression and the researcher showed some student to rise in front of class to mention model of pronunciation and the student repeated what the student said. Then, students do cooperative script learning model as the previous session and the researcher has divided the students in some group, every group consist of two students. After that, the researcher gave a manuscript in the form of dialogue completion task to every group. Then, the researcher told stage of cooperative script teaching, they are: mood, understand, recall, detect, elaborate, and review. The researcher gave time to complete the dialogue. After that, every group rose in front of the class to tell the

results of the group. Then, the researcher concluded the material from the student. Finally, the researcher closed the class.

The sixth meeting was conducted on Tuesday November 19th, 2019. The researcher explained expression of offering. Then, the researcher gave example expression of offering and the researcher showed some student to rise in front of class according to absence. Every student mentioned model of pronunciation and the students repeated what the researcher said. Then, students do cooperative script learning model as the previous session and the researcher has divided the students in some group, every group consist of two students. After that, the researcher gave a manuscript in the form of dialogue completion task to every group. Then, the researcher told stage of cooperative script teaching, they are: mood, understand, recall, detect, elaborate, and review. The researcher gave time to complete the dialogue. After that, every group rose in front of the class to tell the results of the group. Then, the researcher concluded the material from the student. Finally, the researcher closed the class.

The seventh meeting was conducted on Wednesday November 20th, 2019. The researcher explained expression for asking and giving opinion. Then, the researcher gave example expression for asking and giving opinion. Then, students do cooperative script learning model as the previous session and the researcher has divided the students in some group, every group consist of two students. After that, the researcher gave a manuscript in the form of dialogue completion task to every group. Then, the researcher told stage of cooperative script teaching, they are: mood, understand, recall, detect, elaborate, and review. The researcher explained instruction how to answer the dialogue completion task about expression giving opinion. The

researcher gave time to complete the dialogue. After that, every group rose in front of the class to tell the results of the group. Then, the researcher concluded the material from the student. Finally, the researcher closed the class.

The last meeting after the researcher had given treatment to the students, the researcher had given post-test on Wednesday November 26th, 2019 in the class XI TKJ and class XI PMR, the students gave the post-test to know the improvement students' intensive speaking skill after using cooperative script learning model, it used to know the result treatment. It also used to know whether there was an increasing or not. After the researcher opened the meeting, the researcher had given some test to the students' as the post-test to know there was improvement students' intensive speaking skill after using cooperative script learning model. Every student got the question and answered it. The researcher closed the class by greeting to the students.

4.2.3 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.

The data founded that the mean score of the pretest was 5.5. The mean score of the posttest was 7. It could be seen that the mean score of the pretest was higher than the mean score of the posttest. So according to the theory there was difference students' intensive speaking skill before and after using cooperative script learning model at SMK DDI Parepare. According to cooperative script is a model of cooperative learning where students work in pairs and take turns verbally in summarizing the part of material studied.⁴¹

The improvement that occurred after the action by using the cooperative script showed that the cooperative script was proven to help students to speak so that the implementation of cooperative scripts in language learning could improve students' speaking skills. The statement supported by Azzizah Nurlaili said that the implementation of cooperative scripts in language learning, especially speaking skill. This model was proven to improve students' speaking skills.⁴²

⁴¹Suyatno, *Menjelajah Pembelajaran Inovatif* (Sidoarjo: Masmadia Buana Pustaka, 2009), p. 75.

⁴²Azzizah Nurlaili, Ngadino Yustinus, and Matsuri, *Peningkatan Keterampilan Berbicara Dengan Menggunakan Model Pembelajaran Kooperatif Tipe Cooperative Script* (Unpublish Journal: Fakultas PGSD FKIP UNS, 2013), p. 3.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

5.1 Conclusion

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 is a learning model that focuses on the process of understanding material by relying on partner work to complement one another.

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.

5.2 Suggestion

In considering the conclusion of this research, the writer further proposed some suggestions to the teachers, students and the next researcher as follow:

5.2.1 For the Teachers

Teachers were expected to be able to apply the latest learning models. This aims to make students not bored in the learning process, especially material about intensive speaking skills. The teachers should be able to implement the cooperative script learning model in learning intensive speaking skills using appropriate media. The teachers also must evoke the student motivation in order they can more interesting to learn English.

5.2.2 For the Students

The students should respect their teacher fully attention to the lesson for supporting the learning process running well. The students should be good learners; they should involve themselves in the classroom and pay attention to their teacher. The students should increase their pronunciation, grammar, vocabulary, fluency, comprehension, and other aspects in speaking in order to have a good speaking.

5.2.3 For the Next Researchers

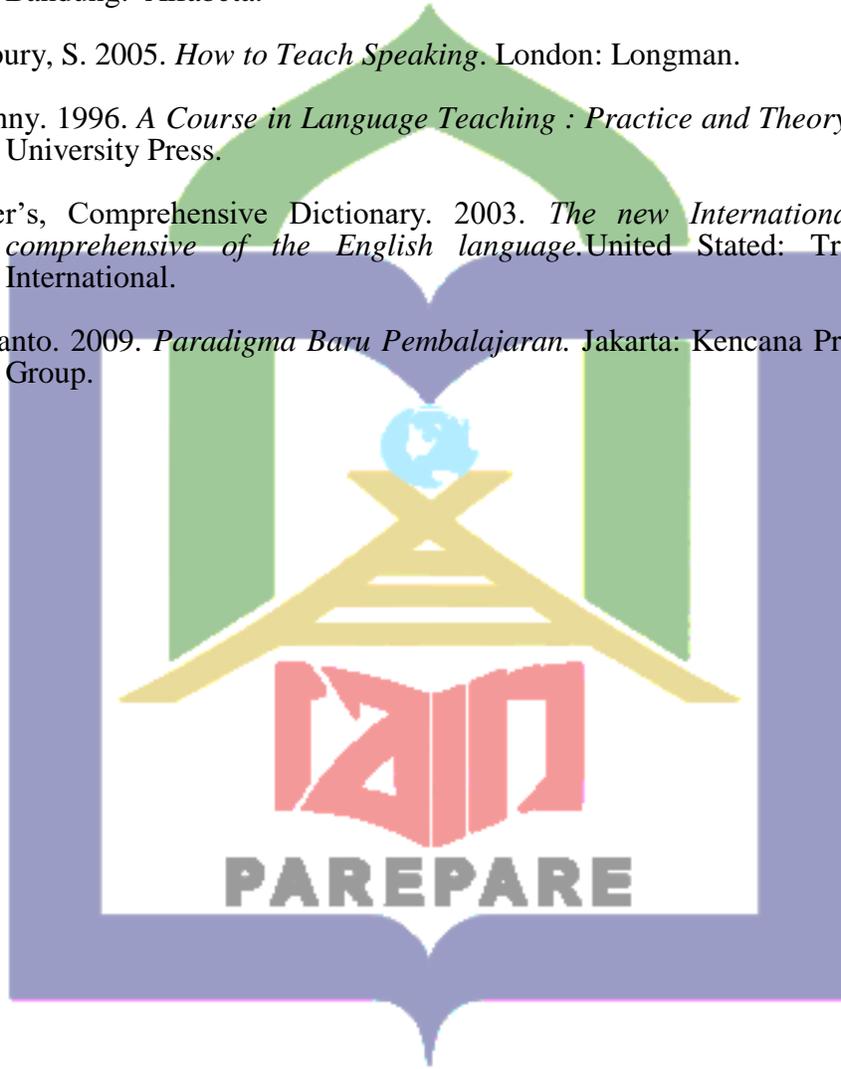
The next researchers suggested have many references about cooperative script learning model. The writer suggest to the other writers not only focus on cooperative script learning model and intensive speaking skill but they could be implementation cooperative script learning model in other skills such as reading, listening, and writing.

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