

**THE USE OF COOPERATIVE SCRIPT ON STUDENTS'
SPEAKING SKILL AT SMP NEGERI 6 PAREPARE**



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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Program

Submitted by

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Reg Num. 14.1300.049**

to

PAREPARE

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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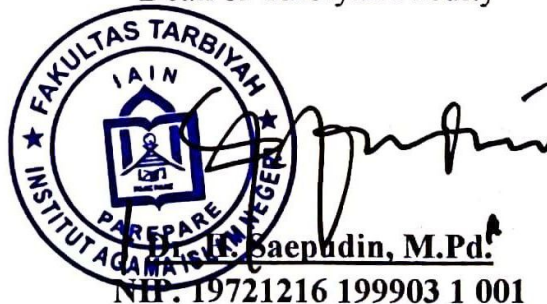
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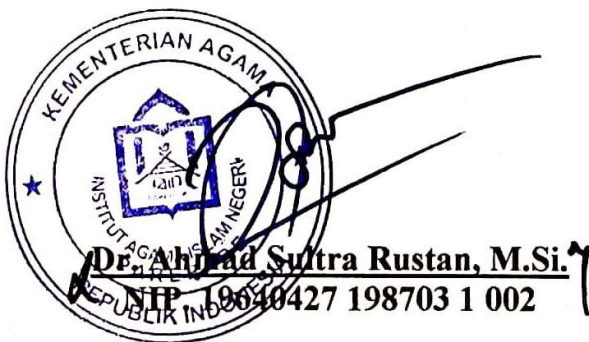
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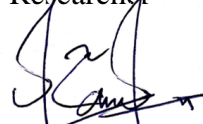
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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, January 23rd, 2019

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ABSTRACT

Kartina Dewi. *The Use of Cooperative Script on Students' Speaking Skill at SMP Negeri 6 Parepare* (Survised by Anwar and Nurhamdah).

Cooperative script is method in which the students work in pairs and take turns orally summarizing sections of material to be learned. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

The purpose of this research was to find out the use of cooperative scrip method in improving students' speaking skill at the eight grade of SMP negeri 6 Parepare. The subject of this research was VIII 1 class which is consisted of 27 students. The sample was taken by using cluster romdonly sampling. The design in this research was pre-experimental with pre-test and post-test design.

The result in this research was indicated that there was the improvement of the students' speaking skill. It was indicated by the students' mean score of post-test (66.48) was greater than pre-test (36). Even, for the level significant (p) 5% and $df = 26$, and the value of table is 1.706, while the value of t-test is 3.34. It means that, the t-test value is greater than t-table ($3.34 \geq 1.706$). Thus, it can be concluded that the students' speaking skill is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Speaking Skill and Cooperative Script.

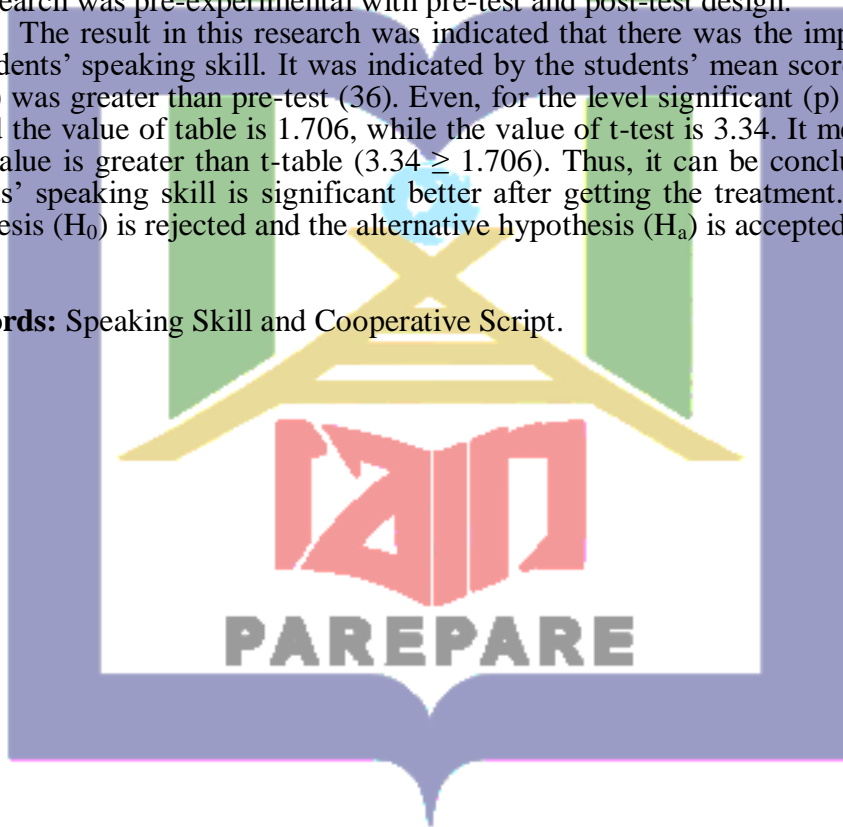


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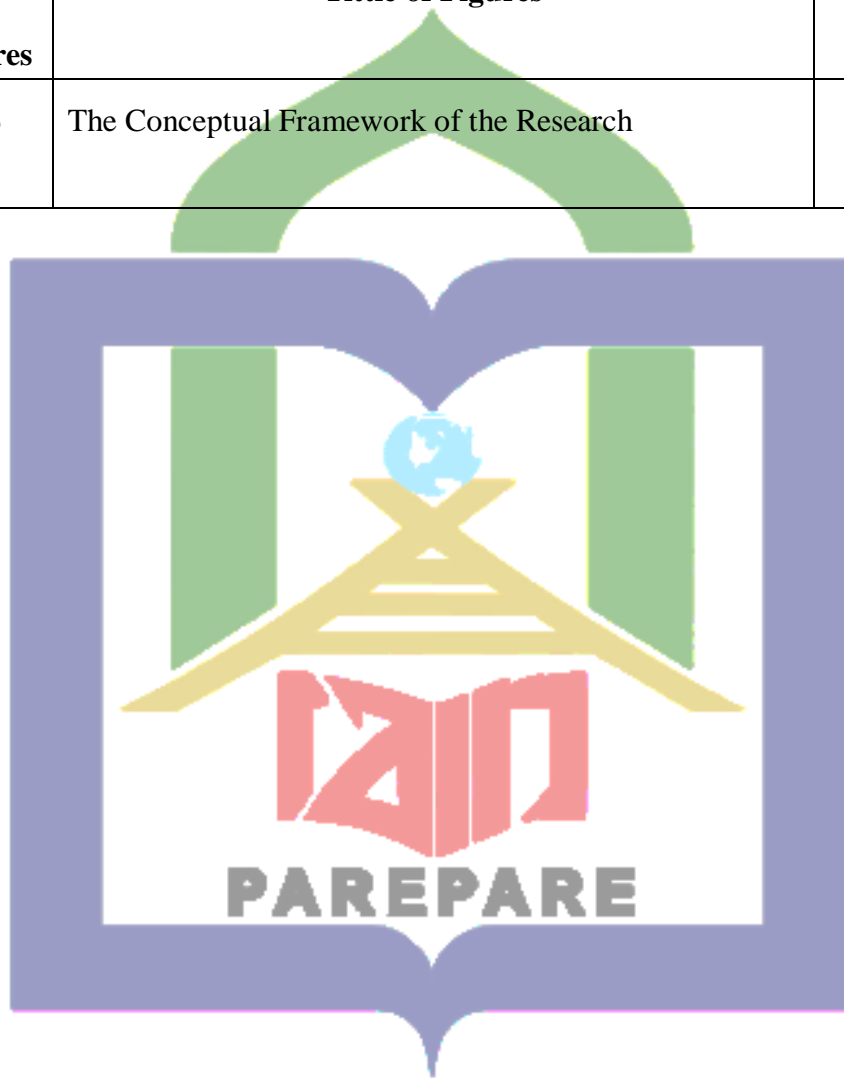
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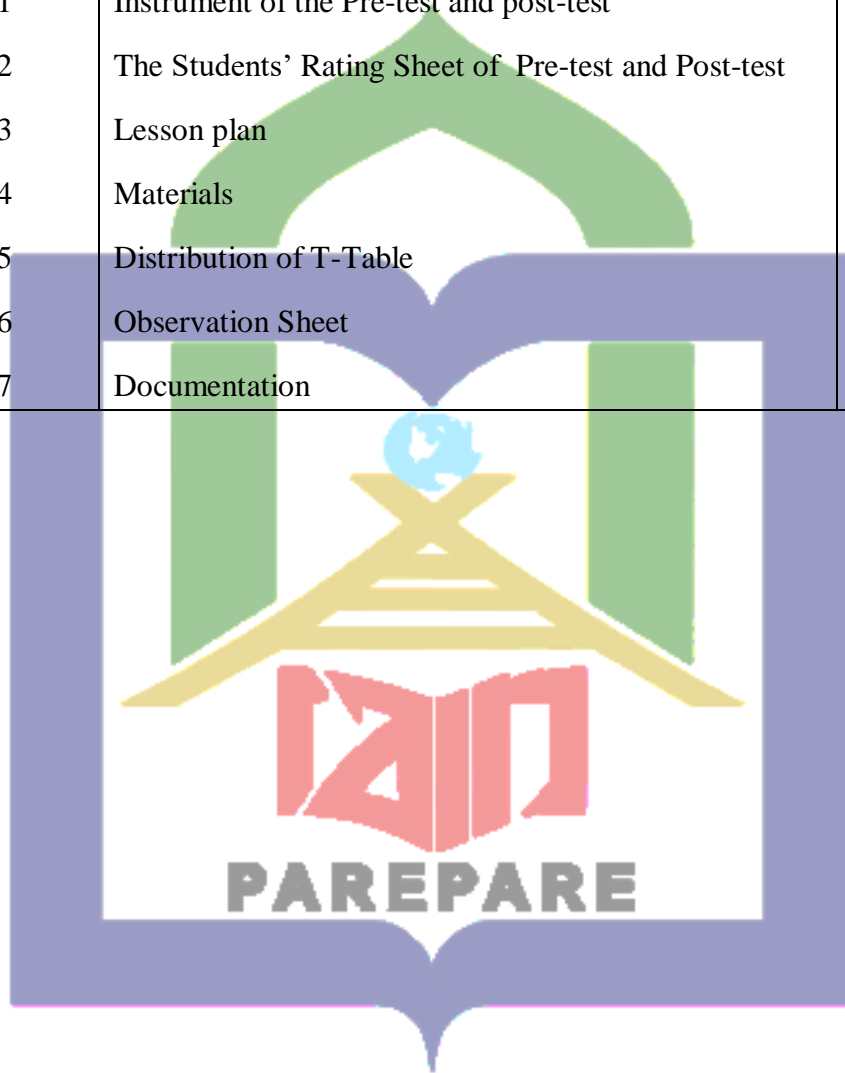
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CHAPTER I

INTRODUCTION

1.1 Background

Language is a system of communication in speech and writing used by people of particular country.¹ Language is an important part in communication and language is sound which is produced, connected between the kinds of sounds. According to American linguist, John B. Carroll, in his book entitled “The Study of Language”, language is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, process, and events the human environment.²

As people learn a foreign language e.g. English, they will involve in the process of learning four kinds of skill namely listening, reading, speaking and writing. These skills are required to master to be able to communicate both in spoken and written discourses. As for the learners, speaking skill is the most preferred skill among to other because it used to communicate and share some informations from one person to another person.

In social interaction, speaking seems to be an important component of the language usage which enables people to communicate and get along to each other. Besides, speaking is also considered as primary mode of communication because all people need to interact and communicate their ideas, feeling, though, as well as

¹ A.S Hornby, *Oxford Learner's Pocket Dictionary*, (NewYork: Oxford University Press, 2000), p. 240.

² Ramelan, *Introduction To Linguistic Analysis*, (Semarang: IKIP Semarang Press 1992), p.10.

their wisher to the others.³ In English learning the students must be trained to use English as oral communication.

Learn about speaking, it is complete way to learn English because learners in English speaking also study all about English. In speaking learners learn about the vocabulary, grammar, pronunciation, and fluency. How good their English is depends on how fluent they speak. Particularly in improving speaking skill is not easy for the students, because sometimes when they learning English they face some difficulties such as about their own language, the students afraid to make mistake when they speak even though they have a lot of vocabularies. This statement is supported by Ahmad Sakti that Students get difficulties to express their ideas in English learning process, especially in speaking ability. Actually, there are many students get problems in learning speaking such as a feeling of difficulty to catch the main point when the teacher speaks, feeling of difficulty to understand part of speech, the students motivation to speak, and having a lack of vocabulary.⁴

Many methods, strategies, and techniques had been used by the teachers, leacturers and instructors in teaching speaking. But, in this research using cooperative script method which is aimed to show clearly whether there is a significant influence of the cooperative script or not toward the speaking skill of the students. This method is the one of activities in speaking to good speak with another in the classroom. It has much excess, such as what did said by profesional who had

³ A. Kharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trust Media Publishing, 2014), p. 1.

⁴ Ahmad Sakti Alhamidi Hasibuan, *The Effect Of Using Cooperative Script Technique Toward Students' Speaking Ability At The Second Year Of Junior High School Of Darul Hikmah Islamic Boarding School Pekanbaru*, (Publish Script: Department Of English Education Faculty Of Education and Teacher Training State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru: 2012), p. V.

ever used it to improve understanding and processing that develops the students' creativities.⁵ The cooperative script method is effective to solve the students' problem in English learning especially in speaking. The statement is supported by the result of research by Purwanti Puji Astuti that the use of cooperative script will make the students enjoy and also the students will study face to face, learning in small groups, productive speak or express their opinion and make decisions. Also the students' did not felt nervous again and they began to express their opinion and develop what in their mind.⁶

In this research the students work in pairs and take turns roles to make a hand writing manuscript of materials parts to his/her duo. A student reads the manuscript, other students listen and mark faults or lost important part. The two students role over and this way is continue all materias have been learned. The students study with using this way can get more materials than they make a handwriting manuscript by themselves or read materias only.

There are some reasons why the researcher will do a research on SMPN 6 Parepare based in the research' observation before, they are: the motivation to speak is less, the method is effective to use in improving students' speaking skill, the students can be active in learning process and the researcher hope that this method can be cerease students' knowledge. Based the situation, the researcher is interested in carrying out the research entitled: The Use of Cooperative Script on Students'

⁵ Jacobs, dkk, 1996 in Dia Nurdiansa in Ratna *Cooperative Script rar-WINRAR* (evaluation copy).

⁶Purwanti Puji Astuti, *Improving Students Speaking Skill Through Cooperative Script: A Collaborative Research at The Eight Grade of SMP N 1 Nguter in 2016/2017 Academic Year*, (Publication Article: Departement of English Education School of Teacher Training and Education Muhammadiyah University of Surakarta, 2016), p. 8.

Speaking Skill at SMP Negeri 6 Parepare.

1.2 Problem Statement

Based on the background above the problem statement of research that is “Is cooperative script can be able to improve students’ speaking skill at SMP Negeri 6 Parepare?”

1.3 Objective of Research

Related with the problem statement above, the objective of the research is “To know cooperative script be able to improve on students’ speaking skill at SMP Negeri 6 Parepare”.

1.4 Significance of Research

The researcher expects that the result of the research can give a meaningful contribution for the teacher, students, and the next researcher.

1.4.1 For the English teacher

The English teacher should expands the ability to creat innovation, effective method and interesting teaching in the classroom.

1.4.2 For the students

Researcher hope to increase students’ speaking interst toward cooperative script method and it become the best speaker.

1.4.3 For the researcher

It can help the teacher to know students abality in speaking toward coopertive script.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Partinents Ideas

2.1.1 The concept of speaking skill

2.1.1.1 Definition of speaking

Speaking is one of skill in English which important to know and some people difficult to learn it. According to Richards, speaking as transaction refers to situations where the focus is on what is said or done. The message meaning and making oneself understood clearly and accuratly are the central focus.¹ Based on the statement we can recognize that in our social life, speaking not only focus as medium for maintaining social relationship between humans but focus on what we said and the massage making oneself understood clearly.

Larsen-Freeman emphasizes that language is primary spoken, nor writing. Therefore, students study commonly every day speech in the target language.² Cause speaking making oneself connected to each other.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.³ Speaking is fundamentally share some information, as medium to keep relationship and more important making people understand clearly and accuratly through verbal and non-verbal symbols. In English learning process speaking is the important skill need for students to do

¹ A. Kaharuddin Bahar, *Transactional Speaking*. (Samata-Gowa: Gunadarma Ilmu, 2014), p. 3-4.

²Larsen-Freeman Diane. *Techniques and Principles in Language Teaching*. (Oxford University Press.1986) p. 18

³ Chaney, A.L., and T.L. Burk. *Teaching Oral Communication in Grades K-8*. (Boston,1998), p.13.

conversation to others. As we know that English language without speaking it is not complete to be mastery English because the researcher said before that the speaking is the important skill.

In the other statement, in social interaction, speaking seems to be an important component of the language which an able people to communicate and get along to each other.⁴ Based the statement researcher have said speaking the goals of communication specially speak English because in Indonesia not only local society but there are many tourist in interaction. So, there is no reasons to not learning speaking.

2.1.1.2 The Element of Speaking

There are some things that should be achieve in the process of learning English that can improve the students speaking skill, they are:

2.1.1.2.1 Vocabulary

Everybody wants to use English as a tool of communication. But, because English is not need a skill to use it, therefore, we need to mastery some the elements of language first. The most important of this element of language is vocabulary. Vocabulary is the key of the success in communicating the idea, though, feeling, imagination and others to other person. Vocabulary is a list of words and phrases usually alphabetically arranged and explained or designed. The vocabulary is the first element in speaking because vocabulary is important without vocabularies people can't express their idea because they will not able to say something.

⁴ A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing, 2014), p. 1.

2.1.1.2.2 Grammar

The students should learn grammar in English because grammatically also needed in communication. Most of students able to express their idea in English but the problem they don't know the rules of structure in English. Grammar is sometimes defined as the way words are put together to make correct sentence. This is as we shall see presently, an over-simplification, but it is good starting-point (and an easy way to explain the term to young learners).

2.1.1.2.3 Pronunciation

Pronunciation is the way of producing something. To have a good communication with others, the main point is that the listener can understand what speaker says. One of way to be a good speaker in communicating is having a good pronunciation. So it is impossible to let behind the pronunciation when talk about produce the language in orally. Pronunciation has a great part in communication. No body can communicate well without have good pronunciation. In addition pronunciation cannot be separated between intonation and stress. Pronunciation, intonation, and stress are largely learned successfully by imitating and repetition.

Pronunciation is a key element of the learning of oral skills in a second language, but the role it plays in English language programs for adults varies, and the amount of time and effort devoted to it seems to depend, to a large degree, on the individual teacher.

2.1.1.2.4 Fluency

Now is very clear that fluency is important goals to teach and learning in speaking. Fluency may in many communicative language courses be an initial goal in language teaching. Fluency is the property of a person or of a system that delivers

information quickly and with expertise. Fluency indicates a very good information processing speed, i.e. very low average time between successively generated messages. Fluency can channel often boils down to the extent to which the technique should be message oriented (or, as some call it, teaching language use) as opposed to language.⁵

2.1.1.2.5 Comprehension

The last speaking element is comprehension. Comprehension means to understanding and interpretation of what is said. It is about student's proficiency in speaking in all professional and general topics without a big effort and smooths as good as the native speaker.

2.1.1.3 The Problem of Speaking

There are many people especially students difficulties in learning language primarily in speaking. Some of the following are the problems of speaking skill:

2.1.1.3.1 Inhibition

Learners are often inhibition about trying to say thing in foreign. In the classroom they worried about mistakes or simply shy of the attention that their speech attracts. It is make students less use their English because always thing about mistakes and than not can be speak well.

2.1.1.3.2 Nothing to say

The learners cannot think of anything to say they have not motive to express themselves beyond the guilty feeling that they should be speaking. It is because the students less the vocabulary and they don't know what their want to say.

⁵ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Longman, 2001), p. 268-269

2.1.1.3.3 Low or uneven participation only

One participant can talk at a time if he or she is to be heard and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while others speak very little or not a tall.

2.1.1.3.4 Mother tongue

It is easier for students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not discipline in using the target language in the learning process.⁶

The problem of speaking is a big problem of students. It is make students deprivation self confidence. Based on the problem above the researcher decides to use cooperative script method to solve that problem.

2.1.1.4 The Functions of Speaking

There are some functions of speaking in human interaction, they are:

2.1.1.4.1 Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The mean futures of talk as interaction can be summarized as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speaker’s identity
4. May be formal or casual
5. Uses conversational conventions

⁶ Nguyen Hoan Tun And Tran Ngoc Mai, *Factors Affecting Students’ Speaking Performance At Le Thanh Hien High School*, (University Of Thu Dau Mot Vietnam 3, no. 2, 2015), p. 10.

6. Reflects degrees of politeness
7. Employs many generic words
8. Uses conversational register
9. Is jointly constructed

2.1.1.4.2 Talk as Transactional

Talk as transactional effect to situation where the focus is on what is said or done. The main point how to make oneself understood clearly and accurately is the sentry focus, rather than the participants and how they interact socially with each other. Examples of talk as transaction are:

1. Classroom group discussions and problem-solving activities
2. A class activity during which students design a poster
3. Discussing needed computer repairs with a technician
4. Discussing sightseeing plans with a hotel clerk or tour guide
5. Making a telephone call to obtain flight information
6. Asking someone for directions on the street
7. Buying something in a shop
8. Ordering food from a menu in a restaurant

2.1.1.4.3 Talk as Performance

This refers talk to public talk, that is, talk that transmission information before an audience, such classroom, presentations, public enouncements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Examples of talk as performance are:

1. Giving a class report about a school trip
2. Conducting a class debate
3. Giving a speech of welcome
4. Making a sales presentation
5. Giving a lecture
6. A focus on both message and audience
7. Predictable organization and sequencing
8. Importance of both form and accuracy
9. Language is more like written language
10. Often monolog.⁷

Based on the statements above speaking is the best way to communication in this world and the speaking skill make each other connected.

2.1.2 The Concept of Cooperative Script

2.1.2.1 Definition of Cooperative Script

Cooperative script is one of the method model or form learning of cooperative. This method is very proper to apply in learning process because this method one of innovative model learning. Rachel Hertz – Lazarowitz and Norman Miller state that cooperative script mechanism that guides the interaction of cooperating groups as they complete designated task.⁸ It means that cooperative script is the learning process emphasizes the process of group collaboration.

⁷ Jack C. Richard, *Teaching Listening and Speaking* (Cambridge University Press: 2008) p. 21-27.

⁸ Rachel Hertz – Lazarowitz and Norman Miller, *Interaction in Cooperative Groups: the theoretical Anatomy of Group Learning*, (New York: Cambridge University Press: 1995) p. 129.

At study of cooperative script happen agreement between students about rules in collaboration. According to Suyatno Cooperative Script is a method of Cooperative learning where students work in pairs and take turns verbally in summarizing the part of material studied.⁹ It is indicate that cooperative script can be only to do if the students in pair in groups. Cooperative script joyful learning, and with script the students can easy to speak by making only summary and there is someone to correct in speaking, cooperative script is a part of cooperative learning and take a student active in class.¹⁰

According to Maqbool Ahmad cooperative script is method in which the students work in pairs and take turns orally summarizing sections of material to be learned.¹¹ It's mean that a series of studies of this cooperative script method has consistently found that students who study this way learn and retain far more than students who summarizes on their own or who simply read the material it is interesting that while both participants in cooperative pairs gain from the activity.

In cooperative script method, pairs of students use a cooperative script appear to be more metacognitive about their study task than the students who work alone.¹² In this method, students can be works of thinks by themeselves not only relying on

⁹Suyatno, *Menjelajah Pembelajaran Inovatif*, (Sidoarjo: Masmmedia Buana Pustaka, 2009), p. 75.

¹⁰ Rona Aulia Khumariah, *The effectiveness of using cooperative script method to teach students' speaking ability at the eight grade student's of SMP Negeri 1 Buay Bahuga*, (Channing: Journal of English Language Education and Literature)-PDF, p. 3.

¹¹ Maqbool Ahmad, *Cooprehensive Dictionary of Education*, (New Delhi: ATLANTIC, 2008), p.115.

¹² Angela M.O'Donnell, *Cognitive Perspektives on Peer Learning*, (New York: Reutledge, 1999), p. 191.

one of students in groups, because every students to demand for summarizing of material and to express their opinion in direct on their partner.

The role of the teacher just as facilitator who direct students to achieve their goals. cooperative script is one kinds of kooperative learning that can be used in English learning. Nowadays, the cooperative script method have been developed by experts. One of them is Donald Dansereu that have developed a number of cooperative script one them is a simple text-processing script called MURDER (Mobilize, Understand, Recall, Detect, Elaborate, Review).¹³

Based on the explanation of the statements above the researcher concludes that cooperative script is a method used by students to collaborate in learning and is responsible for the progress of their friends' learning. Using cooperative script in learning process make the students active and enjoy in the classroom. This method is one of the inovative learning process.

2.1.2.2 The Procedure of Cooperative Script

In various adaptations of cooperative script learning has shown variations in the stages of cooperative script learning, but it does not become a significant difference. The procedure of cooperative script are:

1. Mood is an agreement stage to determine the rules used in collaborating, for example giving a signal if there is an error in conveying the main ideas such as tapping the shoulder or with voice signal or with others.
2. Understand is a reading stage to understanding the text content in a certain time.

¹³ David W. Johnson, dkk, *The New Circles of Learning Cooperation in the Classroom and School*, (USA: ASCD, 1994), p. 43.

3. Recall is a stage to summarize the main ideas of the material, and then convey to the partner.
4. Detect is the stage of finding errors from the summary and delivery of their partners.
5. Elaborate is a stage to describe the results of the summary of material from students to their partners.
6. Review is a stage the couple seeks to relate the principal material ideas to the real life of students, other ideas that have been studied, opinions about matter and emotional reactions or responses to basic material ideas.¹⁴

The other procedure of cooperative script, they are:

1. The teacher divides the students into a pair.
2. The teacher gives a text or material to the students to be read and makes summary.
3. The teacher and students decide who will perform as a speaker and who will be a listener.
4. The speaker reads his/her summary completely by input main ideas from the summary.
5. While the listeners: Listening/ correcting/determining main ideas which are incompletely.
6. Exchanging the role, the previous speaker is changed to be a listener.
7. Both of the teacher and students make a conclusion.
8. Closing.¹⁵

¹⁴HadiSusanto.<https://bagawanabiyasa.wordpress.com/2013/05/21/Model-Pembelajaran-cooperative-script/>.

¹⁵ Suyatno, *Menjelajah Pembelajaran Inovatif*, p. 117.

Study of cooperative script has an improving the result of study are to stage of from a pair, the students have a perception that they must have the same goal so will focus to study. When studying materials, they have to share and be responsible inter-member. In this study they also decide who becomes first personate as speaker and listener. Then the stage of discussion they can compare, connect to causal, give opinion and analyzed the materials. So on the last stage, they will make a conclusion together and after that the researcher closing the class.

2.1.2.3 The Benefits of Cooperative Script

From result of the research, laying open many benefits study of cooperative, they are:

2.1.2.3.1 Cooperate with others can help students to do their difficult task.

2.1.2.3.2 Helping students to memorize text missing.

2.1.2.3.3 Improving students understanding the lesson.

2.1.2.3.4 Giving students opportunity to correct such misunderstanding.

2.1.2.3.5 Helping students to connect the main ideas to the real life.

2.1.2.3.6 Encouraging them to have confidence to explore their ideas.¹⁶

From the explanation above, the researcher conclude that benefits of cooperative script have meanings are behavior or attitude in working or help them in structure or regulated cooperative in every group that is consist of two persons and they mutual giving opportunity to recapitulate their studied materials.

¹⁶Suyatno, *Menjelajah Pembelajaran Inovatif*, p. 117.

2.1.2.4 The Advantages and Disadvantages of Cooperative Script

Every learning teaching certainly has advantages and disadvantages, as well as this cooperative script learning. Not all students are able to apply cooperative script learning, so it takes a lot of time to explain about this learning model. There are some Advantages and Disadvantages of Cooperative Script, they are:

1. advantages of cooperative script

- a) can grow ideas new, critical thinking power, as well develop the soul courage in convey new things which believed to be true.
- b) Teach students to trust the teacher and more trust again in ability alone to think, search information from other sources, and learn from other students.
- c) Encourage students to practice problems solving by expressing the idea is verbally and compare student ideas with his friend's idea.
- d) Helping students learn respect for smart students and students who are less intelligent and accept differences which exists.
- e) Motivate students who are lacking clever to be able to surrender what do you think of it.
- f) Make it easy for students to discuss and do social interaction.
- g) Improve ability creative thinking.

2. Disadvantages of cooperative script

- a) Fear of some students to issue an idea because will be assessed by friends inside the group.
- b) The inability of all students to apply this method so much time will be confiscated to explain regarding learning this model

- c) Tacher's requirement for report every appearance students and each student's assignment to calculate results group achievements, and this not a short task.
- d) Difficalty forming solid group and can work well together
- e) Difficalty assessing students as individuals because they are in group.¹⁷

2.2 Previous Research Findings

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

Fatima Azzahra, in her research Efektivitas Penggunaan Metode Cooperative Script dalam Meningkatkan Motivasi Belajar Fiqih Peserta Didik Kelas VIII di Madrasah Sanawiyah DDI Lil-Banat Parepare. The result of her research show that the use of cooperative script can improve the students study motivation in fiqh subject.¹⁸

Masdalia M, in her research Efektifitas Penggunaan Metode Cooperative Script dalam Peningkatan Prestasi Belajar Aqidah Akhlak Siswa Kelas XI Madrasah DDI Kanang Kec. Binuang Kab. Polewali Mandar. The result of her research show that cooperative script method effective and there is influence significant to improve study achievement in aqidah akhlak course students of XI MA DDI Kanang.¹⁹

¹⁷Eris Puryanti dan Maryamah, *Penerapan Metode Cooperative Script Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran SKI Di Madrasah Ibtidaiyah Nurul Huda Kabupaten Oku Timur*, (Article Text-1413-1-10-201607-17.PDF), p. 309.

¹⁸ Fatima Azzahra, *Efektivitas Penggunaan Metode Kooperative Script dalam Meningkatkan Motivasi Belajar Fiqhi Peserta Didik Kelas VIII di Madrasah Tsanawiyah DDI Lil-Banat Parepare*, (Unpubish Script: Program Studi Pendidikan Agama Islam, 2016), p. x

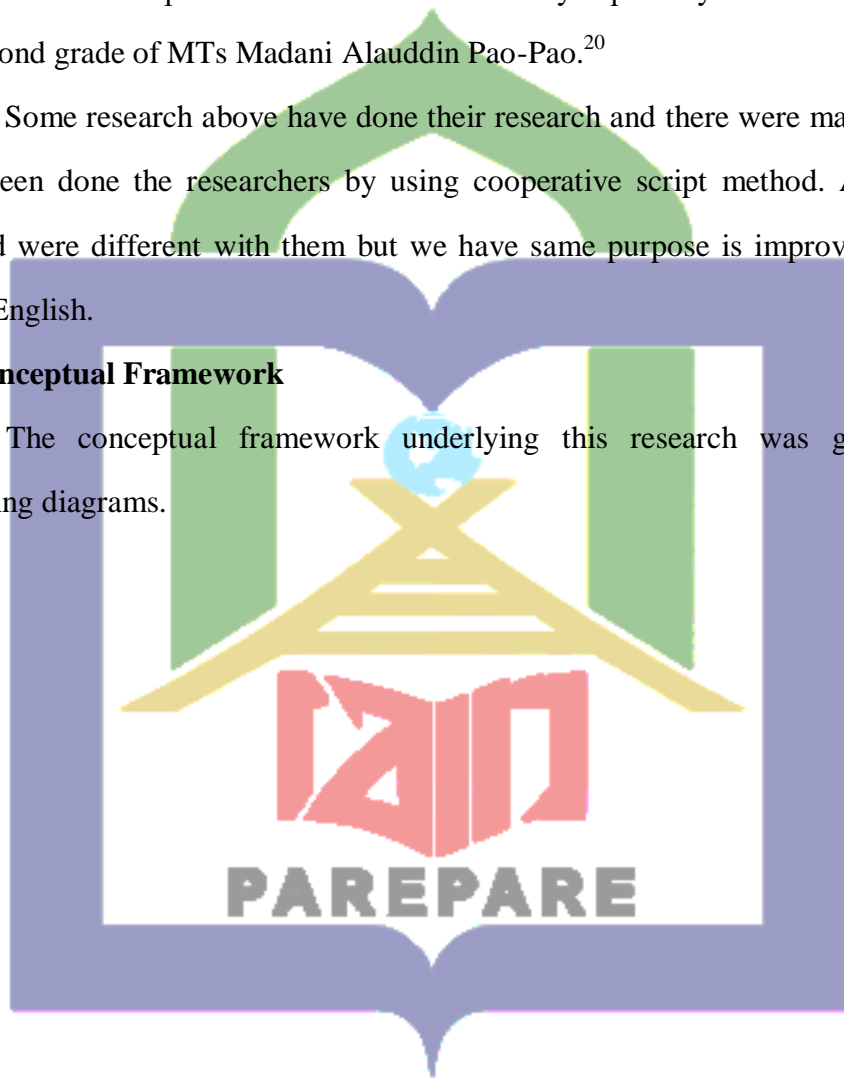
¹⁹Masdalia M. *Efektifitas Penggunaan Metode Cooperative Script dalam Peningkatan Prestasi Belajar Aqidah Akhlak Siswa Kelas XI Madrasah DDI Kanang Kec. Binuang Kab. Polewali Mandar*, (Unpubish Script: Program Studi Pendidikan Agama Islam, 2012), p. x

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 her research show that the using cooperative script method was effective to improve the students' vocabulary especially in mastering words at the second grade of MTs Madani Alauddin Pao-Pao.²⁰

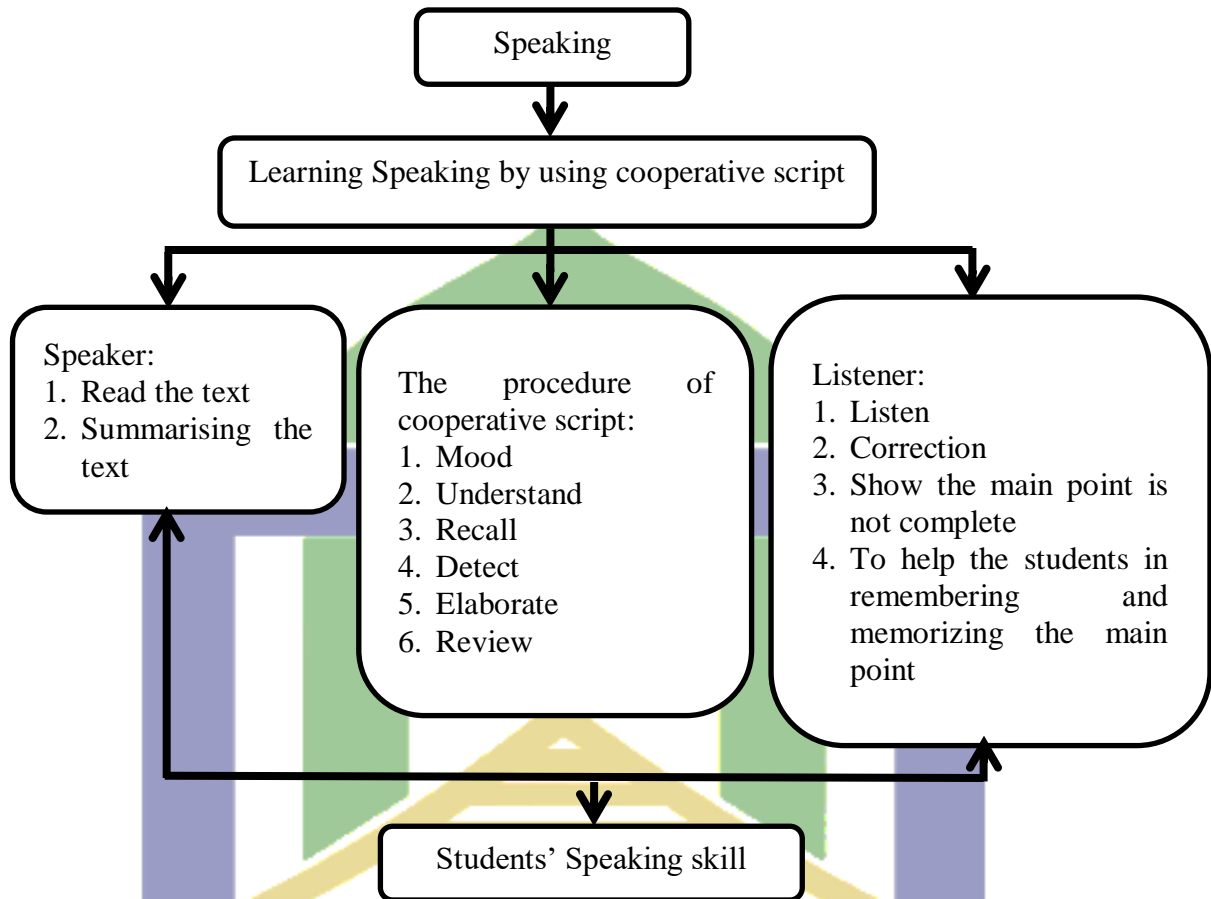
Some research above have done their research and there were many ways that have been done the researchers by using cooperative script method. Although the method were different with them but we have same purpose is improve knowledge about English.

2.3 Conceptual Framework

The conceptual framework underlying this research was given in the following diagrams.



²⁰ Idzni Fildza Dg. Maulana, *The Use of Cooperative Script Method In Teaching Vocabulary At The Second Grade of MTS Madani Alauddin Pao-Pao*, (Publish Thesis: English Education Department Tarbiyah and Teaching Science Faculty UIN Alauddin Makassar, 2017), p. xii



Speaking is one of skill in English and the important aspect to support communication to each other. Many variation of method that used in speaking learning, one of them is cooperative script is a method that is used in the form of work together as a group. Also the cooperative script is a method is done in a pair manner with the role as the speaker and listener in which they have a task one by one. The speaker's role as the reader of the text and to summarize the main point in the text where as the listener's role is to listen the text, give correction, and to show main points is not complete of the text. Another role of the listener in this method is to help in remembering or memorizing the main poin in the text. This very important to make

the students feel relax and enjoy in their learning activities with their friends. This method can be the students active and interest to learn more speaking and hopefully to be better on meaning.

2.4 Hypothesis

Based on the problem statement, the researcher puts forward the hypothesis as follow:

2.4.1 Null Hypothesis (H₀) : the cooperative script is not effective to improving speaking skill.

2.4.2. Alternative Hypothesis (H_a) : the cooperative script is effective to improving speaking skill.

2.5 Variable and Operational Definition

2.5.1 Variable

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

2.5.2 Operational Definition of Variable

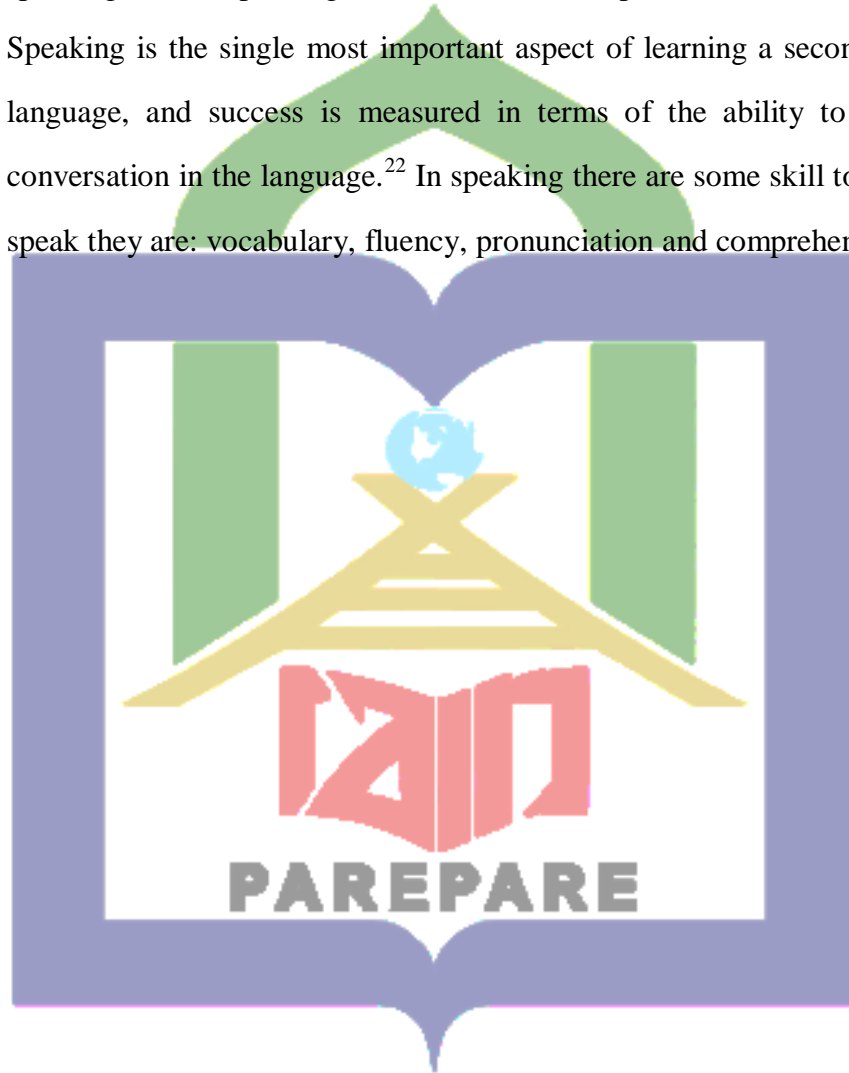
2.5.2.1 Cooperative script is a method that can be used by the teacher to upgrade speaking skill of students, and can be motivate students to speak. Cooperative script is a method of cooperative learning where students work in pairs and take turns verbally in summarizing the parts of the material studied.²¹

Cooperative script as independent variable was an explicit study contract between teacher – student and student – about how to collaborate. In students' interaction happened an agreement, discussion, giving opinions from main

²¹Suyatno. *Menjelajah Pembelajaran Inovatif* (Sidoarjo: Masmedia Buana Pustaka, 2009), p.75.

idea of materials, mutual reminding from conclude concept fault, and making conclusion together.

2.5.2.2 The students' speaking skill is the outcome as well as progress of students' speaking skill. Speaking skill is one of a part in communication well. Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.²² In speaking there are some skill to support our speak they are: vocabulary, fluency, pronunciation and comprehension.



²²David Nunan, *Language Teaching Methodology: a Textbook for Teachers*, (New York: Prentice Hall, 1991), p. 39.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher was use pre-experimental with one group pretest and postest design. It examines the effect of independent variable to dependent variable. The design is presented as follow:

$O_1 \quad X \quad O_2$

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test¹

3.2 Location and Duration of Research

Researcher had research in SMP Negeri 6 Parepare, the researcher will use the quantitative research that have several times to collect and analyze data. The duration of this research is about one month.

3.3 Population and Sample

3.3.1 Population

The population of this research is all the second year student of SMPN 6 Parepare in academic year 2018/2019.

¹ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta. 2010), p. 110-111.

Table 3.1 The Total Of Second Year of Student of SMP Negeri 6 Parepare

No	Class	Male	Female	F
1	VIII 1	10	17	27
2	VIII 2	13	12	25
3	VIII 3	14	12	26
4	VIII 4	12	14	26
Total		49	55	104

(source: Administration of SMPN 6 Parepare)

3.3.2 Sample

Based on the population above the researcher used cluster random sampling from the four classes: VIII 1, VIII 2, VIII 3 and VIII 4, to choose the sample, the researcher took randomly each class. Therefore, the sample is VIII 1 which was considering of 27 students.

3.4 Instrument of the Research

3.4.1 Test

The instrument in this research is test. Test was a series question or exercise that were used to measure the skills of knowledge, intelligence, ability, and aptitude of the individual or group. In collecting data, the researcher gave a speaking test which consists of pre-test and post-test.

3.4.2 Observation

Observation includes the activity of focusing attention to the object by using all the senses.² Thus, observing what is seen, heard, smelled, felt, and perceived is a direct observation. In this observation, the researcher will take the data that has been collected through the observation sheet as attach.

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 146

3.5 Procedure of Collecting Data

The procedure of collecting data in his researcher as follows:

3.5.1 Pre-test

Before presenting materials, the researcher gave speaking test in order to know their base speaking skill.

3.5.2 Treatment

The treatment held after pre-test for six meeting, the Students stayed-up at classroom during the treatment held. The researcher applied cooperative script as a way in improve the students' speaking skill.

3.5.2.1 The first meeting

For the first meeting there are some steps, they are:

3.5.2.1.1 The researcher open the class.

3.5.2.1.2 The researcher explained the cooperative script method.

3.5.2.1.3 The researcher divided the students in some groups, every group consist of two students. The researcher gave materials to every student a manuscript or short story (the story of tree and a boy).

3.5.2.1.4 The researcher asked the students to give opportunity in summarizing their material every group. The researcher told stage of cooperative script teaching, they are:

1. Mood: the researcher decided a rule that used in collaborating was slapping shoulder when happend a mistake in delivering main ideas.
2. Understand: the students read the story to understand the content of story.

3. Recall: the students were asked to make a summary from the material and delivered it to their partner.
4. Detect: the students found mistakes of summary which were delivered by their partner
5. Elaborate: every student explain the result of material's summary to each partner.
6. Review: every students seeked connecting of main ideas with real life.

3.5.2.1.5 The researcher asked the students from every group to read the story until understanding it. After that, they were asked to make a summary from every group and retelling the story with entering main ideas. Furthermore, as listener corrected and indicated not complete enough main ideas from not complete speaker's explaining yet. They were multi helping to remember or memorize main ideas of the story back and changed over lore, initially as speaker converted to become listener conversely.

3.5.2.1.6 The researcher summarized the material from the students completely.

3.5.2.2 The Second Meeting

For the second meeting there are some steps, they are:

3.5.2.2.1 The researcher open the class.

3.5.2.2.2 The researcher explained the cooperative script method.

3.5.2.2.3 The researcher divided the students in some groups, every group consist of two students. The researcher gave materials to every student a manuscript or shor story (the story of dull monkey who wanted to be a king).

3.5.2.2.4 The researcher asked the students to give opportunity in summarizing their material every group. The researcher told stage of cooperative script teaching, they are:

1. Mood: the researcher decided a rule that used in collaborating was slapping shoulder when happen mistake in delivering main ideas.
2. Understand: the students read the story to understand the content of story.
3. Recall: the students were asked to make a summary from the material and delivered it to their partner.
4. Detect: the students found mistakes of summary which were delivered by their partner.
5. Elaborate: every student explain the result of material's summary to each partner.
6. Review: every students seeked connecting of main ideas with real life.

3.5.2.2.5 The researcher asked the students from every group to read the story until understanding it. After that, they were asked to make a summary from every group and retelling the story with entering main ideas. Furthermore, as listener corrected and indicated not complete enough main ideas from not complete speaker's explaining yet. They were multi helping to remember or memorize main ideas of the story back and changed over lore, initially as speaker converted to become listener conversely.

3.5.2.2.6 The researcher summarized the material from the students completely.

3.5.2.3 The Third Meeting

For the third meeting there are some steps, they are:

- 3.5.2.3.1 The researcher open the class.
- 3.5.2.3.2 The researcher explained the cooperative script method.
- 3.5.2.3.3 The researcher divided the students in some groups, every group consist of two students. The researcher gave materials to every student a manuscript or shor story (the story of cap seller and the monkeys).
- 3.5.2.3.4 The researcher asked the students to give opportunity in summarizing their material every group. The researcher told stage of cooperative script teaching, they are:
1. Mood: the researcher decided a rule that used in collaborating was slapping shoulder when happen mistake in delivering main ideas.
 2. Understand: the students read the story to understand the content of story.
 3. Recall: the students were asked to make a summary from the material and delivered it to their partner.
 4. Detect: the students found mistakes of sumary which were delivered by their partner
 5. Elaborate: every student explain the result of material's summary to each partner.
 6. Review: every students seeked connecting of main ideas with real life.
- 3.5.2.3.5 The researcher asked the students from every group to read the story until understanding it. After that, they were asked to make a summary from every group and retelling the story with entering main ideas. Furthemore,as listener corrected and indicated not complete enough main ideas from not complete speaker's explaining yet. They were multi

helping to remember or memorize main ideas of the story back and changed over time, initially as speaker converted to become listener conversely.

3.5.2.3.6 The researcher summarized the material from the students completely.

3.5.2.4 The Fourth Meeting

For the fourth meeting there are some steps, they are:

3.5.2.4.1 The researcher open the class.

3.5.2.4.2 The researcher explained the cooperative script method.

3.5.2.4.3 The researcher divided the students in some groups, every group consist of two students. The researcher gave materials to every student a manuscript or short story (the story of you can see the moon from here).

3.5.2.4.4 The researcher asked the students to give opportunity in summarizing their material every group. The researcher told stage of cooperative script teaching, they are:

1. Mood: the researcher decided a rule that used in collaborating was slapping shoulder when happen mistake in delivering main ideas.
2. Understand: the students read the story to understand the content of story.
3. Recall: the students were asked to make a summary from the material and delivered it to their partner.
4. Detect: the students found mistakes of summary which were delivered by their partner
5. Elaborate: every student explain the result of material's summary to each partner.

6. Review: every students seeked connecting of main ideas with real life.

3.5.2.4.5 The researcher asked the students from every group to read the story until understanding it. After that, they were asked to make a summary from every group and retelling the story with entering main ideas. Furthermore, as listener corrected and indicated not complete enough main ideas from not complete speaker's explaining yet. They were multi helping to remember or memorize main ideas of the story back and changed over lore, initially as speaker converted to become listener conversely.

3.5.2.4.6 The researcher summarized the material from the students completely.

3.5.2.5 The fifth Meeting

For the fifth meeting there are some steps, they are:

3.5.2.5.1 The researcher open the class.

3.5.2.5.2 The researcher explained the cooperative script method.

3.5.2.5.3 The researcher divided the students in some groups, every group consist of two students. The researcher gave materials to every student a manuscript or shor story (the story of misunderstanding).

3.5.2.5.4 The researcher asked the students to give opportunity in summarizing their material every group. The researcher told stage of cooperative script teaching, they are:

1. Mood: the researcher decided a rule that used in collaborating was slapping shoulder when happen mistake in delivering main ideas.
2. Understand: the students read the story to understand the content of story.

3. Recall: the students were asked to make a summary from the material and delivered it to their partner.
4. Detect: the students found mistakes of summary which were delivered by their partner
5. Elaborate: every student explain the result of material's summary to each partner.
6. Review: every students seeked connecting of main ideas with real life.

3.5.2.5.5 The researcher asked the students from every group to read the story until understanding it. After that, they were asked to make a summary from every group and retelling the story with entering main ideas. Furthermore, as listener corrected and indicated not complete enough main ideas from not complete speaker's explaining yet. They were multi helping to remember or memorize main ideas of the story back and changed over role, initially as speaker converted to become listener conversely.

3.5.2.5.6 The researcher summarized the material from the students completely.

3.5.2.6 The six Meeting

For the six meeting there are some steps, they are:

- 3.5.2.6.1 The researcher open the class.
- 3.5.2.6.2 The researcher explained the cooperative script method.
- 3.5.2.6.3 The researcher divided the students in some groups, every group consist of two students. The researcher gave materials to every student a manuscript or short story (the story of the blind man and the sun).

3.5.2.6.4 The researcher asked the students to give opportunity in summarizing their material every group. The researcher told stage of cooperative script teaching, they are:

1. Mood: the researcher decided a rule that used in collaborating was slapping shoulder when happen mistake in delivering main ideas.
2. Understand: the students read the story to understand the content of story.
3. Recall: the students were asked to make a summary from the material and delivered it to their partner.
4. Detect: the students found mistakes of summary which were delivered by their partner
5. Elaborate: every student explain the result of material's summary to each partner.
6. Review: every students seeked connecting of main ideas with real life.

3.5.2.6.5 The researcher asked the students from every group to read the story until understanding it. After that, they were asked to make a summary from every group and retelling the story with entering main ideas. Furthermore, as listener corrected and indicated not complete enough main ideas from not complete speaker's explaining yet. They were multi helping to remember or memorize main ideas of the story back and changed over lore, initially as speaker converted to become listener conversely.

3.5.2.6.6 The researcher summarized the material from the students completely.

3.5.3 Post-test

Post-test is test which give to know how the cooperative script improve speaking skill. The researcher gave post-test which is applied the same test in the pre-test to find out the students' speaking skill after joining treatment. In this section the researcher give test which same with the pre-test.

3.6 Technique of Data Analysis

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

3.6.1 Scoring Classification

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

Table 3.2 Scoring formulation for students' speaking skill.

Vocabulary	1-2	-Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	-Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	- Able to speaks 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.

	7-8	-Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	9-10	-speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1-2	-(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	3-4	-Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.
	5-6	-Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	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.
	9-10	-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	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.
	3-4	-Accent is intelligible though often quite faulty.
	5-6	-Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	7-8	-Errors in pronunciation are quite rare.
	9-10	-equivalent to and fully accepted by educated native speakers.
Comprehension	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.

3-4	-Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
5-6	-Comprehension is quite complete at a normal rate of speech.
7-8	-Can understand any conversation within the range of his experience.
9-10	-Equivalent to that an educated native speaker. ³

3.6.2 The students' score is classified based on the following classification:

Table 3.3 The classification score

Classification	Score
Very good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	0-20

3.6.3 Scoring The Student' Speaking of Pre-test and Post-test

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

³H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA, Pearson Education, Inc, 2004), p. 172-173.

3.6.3.1 Finding out the mean score by using the following formula:

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

In which:

X= Mean Score

Σ = Total Score

N = The total number of students

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

$$x = \frac{F}{N} \times 100 \%$$

Where:

P= Percentage

F= Frequency

N= Total of number of sample.⁴

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

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

⁴ Gay L.R, *Educational Research Competencies for Analysis and Application*, second edition (Columbus: Charles E. Meril Publishing Company, 1981), p. 225

Where:

T = test of significance

D = the mean score of difference ($X_1 - X_2$)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provides information about the result of data collected through test that can be discussed in this section below:

4.1 Findings

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know students' speaking skill then post-test was given to know students' speaking skills after doing the treatment. From the result of the post-test, it aimed to find out that used cooperative script method is able to improve students' speaking skill at VIII 1 class SMPN 6 Parepare.

4.1.1 Students' speaking skill in used cooperative script method

This section described the result of data analysis using cooperative script method on students' speaking skill at SMP Negri 6 Parepare:

4.1.1.1 The students' score in pre-test

The researcher gave some text to retell based on the own language to the students' as the pre-test to know the students' speaking skills. Every student got the text and retell the text then the researcher recorded the students' to know how much the vocabulary can their mention. After giving the pre-test to the students, the researcher found out the result of students' speaking skills based on the criteria of speaking skills which are pronunciation, comprehension, vocabulary and fluency before giving treatment. The result was shown in the following table:

Table 4.1 The Students' Score in Pre-test Based on Speaking Skill

NO	Name	Pronunciation	Comprehension	Vocabulary	Fluency	Score
1	A	5	5	5	5	20
2	AR	3	4	5	4	16
3	DR	4	3	5	4	16
4	EDP	4	4	5	4	17
5	FL	3	3	5	3	14
6	FS	3	3	5	3	14
7	FR	2	3	5	3	13
8	H	3	2	5	3	13
9	MAF	2	3	5	3	13
10	MAR	3	3	5	3	14
11	MFA	5	6	5	5	21
12	MS	1	2	2	3	8
13	M	4	3	5	3	15
14	M	3	3	5	2	13
15	NM	3	3	5	2	13
16	NO	3	2	5	3	13
17	PN	2	3	5	3	13
18	RH	5	6	5	5	21
19	R	3	3	5	3	14
20	SRA	3	3	5	3	14
21	ST. D	3	3	5	3	14
22	SR	3	3	5	3	14
23	SS	3	2	5	3	13
24	VR	1	2	3	2	8
25	VA	3	3	5	3	14
26	AA	3	3	5	3	14
27	FR	3	3	5	3	14
Total		83	86	130	87	368

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

After knowing the students' score in pre-test based on the criteria of speaking skills which are pronunciation, comprehension, vocabulary, and fluency. The following table below is to know students speaking score in pre-test:

Table 4.2 The Students' Speaking Score in Pre-test

No.	Name	Pre-Test of Students (X_1)			
		Max Score	Total Score (X_1)	$(X_1)^2$	Classification
1	A	40	50	2500	Fair
2	AR	40	40	1600	Poor
3	DR	40	40	1600	Poor
4	EDP	40	43	1849	Poor
5	FL	40	35	1225	Poor
6	FS	40	35	1225	Poor
7	FR	40	33	1089	Poor
8	H	40	33	1089	Poor
9	MAF	40	33	1089	Poor
10	MAR	40	35	1225	Poor
11	MFA	40	53	2809	Fair
12	MS	40	20	400	Very Poor
13	M	40	38	1444	Poor
14	M	40	33	1089	Poor
15	NM	40	33	1089	Poor
16	NO	40	33	1089	Poor
17	PN	40	33	1089	Poor
18	RH	40	53	2809	Fair
19	R	40	35	1225	Poor
20	SRA	40	35	1225	Poor
21	ST. D	40	35	1225	Poor
22	SR	40	35	1225	Poor
23	SS	40	33	1089	Poor
24	VR	40	20	400	Very Poor
25	VA	40	35	1225	Poor
26	AA	40	35	1225	Poor
27	FR	40	35	1225	Poor
Total			$\sum X=971$	$\sum X^2=36373$	

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

Found on the table above about students' speaking in pre-test we can know 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 Of Pre-test	Percentage Of Pre-test
1.	Very good	81-100	0	0%
2.	Good	61-80	0	0%
3.	Fair	41-60	3	11,11%
4.	Poor	21-40	22	81,48%
5.	Very poor	0-20	2	7,41%
Total			27	100%

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

As the explanation in the table above, the average score of students' prior speaking skills before using cooperative script method. There were three students got fair, twenty two students got poor and two student got very poor. The total score in pre-test was 971. It had shown that the students' speaking skills in pre-test was low, because most of the students got fair, poor and very poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$X = \frac{971}{27}$$

$$x = 36$$

Thus, the mean score (X_1) of pre-test is 36

Based on the result of the pre-test, the data showed that the average score of the pre-test is 36. From that analyzing. It had shown that almost of the 27 students skills in speaking was still low because most of the students got very poor score. The total score in pre-test was still low. They mostly have low score in pronunciation and fluency. They spoke with errors in pronunciation and their accent quite faulty in fluency since they spoke unnaturally with many pauses.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{36373 - \frac{(971)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{36373 - \frac{942841}{27}}{26}}$$

$$SD = \sqrt{\frac{36373 - 34920}{26}}$$

$$SD = \sqrt{\frac{1453}{26}}$$

$$SD = \sqrt{55.88}$$

$$SD = 7.47$$

Thus, the standard deviation of pre-test is **7.47**

After determining the mean score (X_1) of pre-test was 36 and standard deviation of the pre-test was 7,47. It had shown that the students' speaking skills were in low category.

4.1.1.2 The students score in post-test.

Meantime, the students' score in post-test would be presented in the following table:

Table 4.4 The Students' Score in Post-test

NO	Name	Pronunciation	Comprehension	Vocabulary	Fluency	Score
	1	2	3	4	5	6
1	A	7	7	8	8	30
2	AR	6	6	7	6	25
3	DR	6	7	8	6	27
4	EDP	7	7	8	7	29
5	FL	6	6	7	6	25
6	FS	6	6	7	7	26
7	FR	7	7	8	6	28
8	H	6	6	7	6	25
9	MAF	6	6	7	6	25
10	MAR	6	6	7	7	26
11	MFA	7	7	8	8	30
12	MS	6	6	6	6	24
13	M	7	7	8	7	29
14	M	6	6	7	6	25
15	NM	6	7	8	6	27
16	NO	7	7	8	8	30
17	PN	6	6	7	6	25
18	RH	7	7	8	8	30
19	R	6	7	8	6	27
20	SRA	7	7	8	7	29
21	ST. D	6	6	7	6	25
22	SR	6	6	7	6	25

The next of table 4.4

No	Name	Pronunciation	Comprehension	Vocabulary	Fluency	Score
	1	2	3	4	5	6
23	SS	6	6	7	6	25
24	VR	6	6	6	6	24
25	VA	6	7	8	6	27
26	AA	6	6	7	6	25
27	FR	6	6	7	6	25
Total		170	174	199	175	718

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

After qualified the students' score in post-test based on the criteria of speaking skills which are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students speaking score in post-test:

Table 4.5 The Students' Score in Post-test

No.	Name	Post-Test of Students (X_1)			
		Max Score	Total Score (X_2)	$(X_2)^2$	Classification
		1	2	3	4
1	A	40	75	5625	Good
2	AR	40	62,5	3906,25	Good
3	DR	40	67,5	4556,25	Good
4	EDP	40	72,5	5256,25	Good
5	FL	40	62,5	3906,25	Good
6	FS	40	65	4225	Good
7	FR	40	70	4900	Good
8	H	40	62,5	3906,25	Good
9	MAF	40	62,5	3906,25	Good
10	MAR	40	65	4225	Good
11	MFA	40	75	5625	Good
12	MS	40	60	3600	Fair
13	M	40	72,5	5256,25	Good
14	M	40	62,5	3906,25	Good
15	NM	40	67,5	4556,25	Good

The next of table 4.5

No	Nama	Post-Test of Students (X_1)			
		Max Score	Total Score (X_2)	$(X_2)^2$	Classification
	1	2	3	4	5
16	NO	40	75	5625	Good
17	PN	40	62,5	3906,25	Good
18	RH	40	75	5625	Good
19	R	40	67,5	4556,25	Good
20	SRA	40	72,5	5256,25	Good
21	ST. D	40	62,5	3906,25	Good
22	SR	40	62,5	3906,25	Good
23	SS	40	62,5	3906,25	Good
24	VR	40	60	3600	Fair
25	VA	40	67,5	4556,25	Good
26	AA	40	62,5	3906,25	Good
27	FR	40	62,5	3906,25	Good
Total			$\sum X = 1795$	$\sum X^2 = 120013$	

From the table above shows about students' speaking score in post-test. To find out the students' speaking score in post-test by dividing students' total score with maximum score, after that times with 100. Based on the table above about students' speaking score in post-test we can know 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 of pre-test	Percentage of pre-test
1.	Very Good	81-100	0	0%
2.	Good	61-80	25	92,59%
3.	Fair	41-60	2	7,41%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			27	100%

(Data ' source: The rate percentage of the frequency of post-test)

The table above, showed the result of students' improvement in speaking skills after implementing treatment through cooperative script method. There were twenty five students' got good score and two students' got fair score. It means that the students' speaking skills had improved through using cooperative script method. The total score in post-test was 1795. It proved that there were improving of students' score in post-test. In addition, the result of post-test showed that no students had fail classification.

In this table, the researcher analysed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in use cooperative script method speaking skills.

Mean score of the post-test:

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

$$X = \frac{1795}{27}$$

$$x = 66.48$$

Thus, the mean score (X_1) of post-test is 66.48

Based on the result of the post-test. The data shows that the mean score of the post-test was 66,48. From that analysing, it could be seen that almost of the 27 students' speaking was good and fair score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{120013 - \frac{(1795)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{120013 - \frac{3222025}{27}}{26}}$$

$$SD = \sqrt{\frac{120013 - 119334.25}{26}}$$

$$SD = \sqrt{\frac{678.75}{26}}$$

$$SD = \sqrt{26.10}$$

$$SD = 5.11$$

Thus, the standard deviation (SD) of post-test is 5.11

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

Table 4.7 The Mean Score and Standard Deviation of Pre-test And Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	36	7.47
Post-test	66.48	5.11

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.7. Showed that the mean score of pre-test was $X_1 = 36$ while the mean score of the post-test increased $X_2 = 66.48$. The standard deviation of pre-test was 7.47 while the standard deviation of post-test was 5.11

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' speaking skills had improvement after doing the learning process that use cooperative script method.

4.1.1.4. The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post-test

Table 4.8 The Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	0	0%	0%
2.	Good	61-80	0	25	0%	92,59%
3.	Fair	41-60	3	2	11,11%	7,41%
4.	Poor	21-40	22	0	81,48%	0%
5.	Very Poor	0-20	2	0	7,41%	0%
Total			27	27	100%	100%

(Data source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test most students (81.48%) got poor score while the rate percentage of the post-test, that students got good score was higher than percentage in pre-test. It showed that students were able to improve the students' speaking skills after treatment through using cooperative script method.

4.1.2 The implementation of use cooperative script on students' speaking skill at SMP Negeri 6 Parepare

This part presented the result of data analysis about use cooperative script to improve the students' speaking skill at SMP Negeri 6 Parepare:

4.1.2.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' speaking skill.

NO	X1	X2	(X1) ²	(X2) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
	1	2	3	4	5	6
1	50	75	2500	5625	25	3125
2	40	62.5	1600	3906.25	22.5	2306.25
3	40	67.5	1600	4556.25	27.5	2956.25
4	43	72.5	1849	5256.25	29.5	3407.25
5	35	62.5	1225	3906.25	27.5	2681.25
6	35	65	1225	4225	30	3000
7	33	70	1089	4900	37	3811
8	33	62.5	1089	3906.25	29.5	2817.25
9	33	62.5	1089	3906.25	29.5	2817.25
10	35	65	1225	4225	30	3000
11	53	75	2809	5625	22	2816
12	20	60	400	3600	40	3200
13	38	72.5	1444	5256.25	34.5	3812.25

The next of table 4.9

NO	X1	X2	(X1) ²	(X2) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
	1	2	3	4	5	6
14	33	62.5	1089	3906.25	29.5	2817.25
15	33	67.5	1089	4556.25	34.5	3467.25
16	33	75	1089	5625	42	4536
17	33	62.5	1089	3906.25	29.5	2817.25
18	53	75	2809	5625	22	2816
19	35	67.5	1225	4556.25	32.5	3331.25
20	35	72.5	1225	5256.25	37.5	4031.25
21	35	62.5	1225	3906.25	27.5	2681.25
22	35	62.5	1225	3906.25	27.5	2681.25
23	33	62.5	1089	3906.25	29.5	2817.25
24	20	60	400	3600	40	3200
25	35	67.5	1225	4556.25	32.5	3331.25
26	35	62.5	1225	3906.25	27.5	2681.25
27	35	62.5	1225	3906.25	27.5	2681.25
Tota 1	$\sum X_1=97$ 1	$\sum X_2=179$ 5	$\sum X_1^2=3637$ 3	$\sum X_2^2=12001$ 3	$\sum D=82$ 4	$\sum D^2=83639.5$ 0

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{824}{27} = 30.52$$

The calculation the t-test value

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

$$t = \frac{30.52}{\sqrt{\frac{83639.50 - \frac{824^2}{27}}{27(27-1)}}$$

$$t = \frac{30.52}{\sqrt{\frac{83639.50 - \frac{678976}{27}}{27(26)}}$$

$$t = \frac{30.52}{\sqrt{\frac{83639.50 - 25147.26}{702}}$$

$$t = \frac{30.52}{\sqrt{\frac{58492.24}{702}}$$

$$t = \frac{30.52}{\sqrt{83.32}}$$

$$t = \frac{30.52}{9.13}$$

$$t = 3.34$$

Thus, the t-test value is 3.34

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.10 The Test of Significant

Variable	T-test	T-table value
Pre-test – post-test	3.34	1.706

(Data source: Primary data processing)

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 27-1 \\ &= 26 \end{aligned}$$

For the level, significant (α) 5% and $df = 26$, and the value of the table is 1.703, while the value of t-test 3.34. It means that the t-test value is greater than t-table ($3.34 \geq 1.706$). Thus, it can be concluded the students' speaking skill through using cooperative script method is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.1.3 The improvement of students' speaking skill through cooperative script method

From the previous result, it showed that the improvement of students' speaking skill through cooperative script method because the mean score of the pre-test was 36 and the mean score of post-test was 66.48. The researcher conclude that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment can supported by the result of the pre-test and

post-test, the data showed that the student speaking skill in pre-test was low because most of the student got fair, poor and very poor score than the result of the post test could be seen that almost of the students' speaking was good and fair score.

The researcher in teaching speaking to make the students were easier to express their ideas and feelings. The researcher measured the students' speaking by focusing on the aspect of speaking which are vocabulary, fluency, comprehension and pronunciation. These aspects also were a guideline of the researcher in scoring students' speaking.

The data provided in classification table based on the aspects of speaking from the test finding. There was an improvement skills after giving the treatment because the students score in the pre-test was 36 and it was very low score then the score of the post-test was 66.48 and it was very high score. In the pre-test, three (11.11%) students got fair score, twenty two (81.48%) students got poor score and two (7.41%) students got very poor score while the rate percentage of the post-test, twenty five (92.59%) students got good score, and two (7,41%) student got fair score. From the result the researcher concluded that the students speaking skill from poor to good score, also from very poor to fair score.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value 3.34 was greater than t-table value 1.706 table ($3.34 \geq 1.706$) with degree of freedom (df) 26. It means alternative hypothesis (H_a) was concluded that by use cooperative script method was able to improve the students' speaking skills at the eight grade of SMP Negeri 6 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the researcher conclude that there was an improvement of use cooperative script method to improve English speaking skill of SMP Negeri 6 Parepare.

4.1.4 The ways of use cooperative script in improving students' speaking skills.

After finishing the research, the writer conclude that the students felt enjoy and fun in learning English by use cooperative script method. It made them easier to express their ideas orally in a pairs and they felt fun because they could communicate and interact with their classmate using English because as long as the meeting, they not only speak individually but also they spoke in a group.

Use cooperative script method in teaching English has impact in improving the students' speaking skills. In fact, based on the finding most students have a good score in post-test by looking the result scoring of the student post-test. It means that, using cooperative script method was better to be used in improving students' speaking skill. This method also can make the student closer with their friends because they would find different partner for each meeting and they would be confident to express their ideas in front of the class.

Before giving the treatment there was pre-test. In pre-test, the writer introduced herself and gave explanation about the purpose of the research to make the students understood what they would be done. After that, the researcher gave some story to read after that each students retell the story and how much the vocabulary they mention which was given by the researcher to know the students skill in speaking. The writer recorded the students answer to make easier evaluate the aspects of students' speaking which are vocabulary, pronunciation, fluency, and comprehension.

In the first meeting on Monday, December 17th, 2018, the researcher greets the students and introduces herself. After that the researcher explained the cooperative script method and then the researcher divided the students in some groups, every group consist of two students. The researcher gave materials to every student a manuscript or short story. The researcher asked the students to give opportunity in summarizing their material every group. The researcher asked the students from every group to read the story until understanding it. After that, they were asked to make a summary from every group and retelling the story with entering main ideas. Furthermore, as listener corrected and indicated not complete enough main ideas from not complete speaker's explaining yet. This meeting the students still confused because the method first apply in English learning process.

On Tuesday, December 18th, 2018, was the second meeting, same with the first meeting the researcher divided the students in pairs and gave materials to every student a manuscript or short story (the story of dull monkey who wanted to be a king) but with different partner. Then, the students made summary and one student as a speaker their partner as a listener after the speaker done the students change their job . In this meeting, the students still confused and shy to speak with their partner.

The third meeting on Wednesday, December 19th, 2018, Same as the second meeting, the researcher gave materials to every student a manuscript or short story (the story of cap seller and the monkeys). In this meeting, the students was not confused but still shy to speak.

The fourth meeting on Thursday, December 20th, 2018, same as the third meeting but the listener better than before because the student as listener was detail to correction the speaker. In this meeting some of them enjoy in learning proses

The fifth meeting on Friday, December 21st, 2018, in this meeting the students was not confused and shy to speak. The students focused with their job as listener and speaker and students was confident to speak.

The six meeting on Saturday, December 22nd, 2018, in this meeting the students show their best as speaker and listener and then all of them enjoy and got the motivation to always speak English.

In the last, the researcher gave post-test on Wednesday, January 2nd, 2019. In this meeting same with the pre-test. Most of the students excited to retell about he story. It aimed to know the students' speaking skill after doing the treatment.

On the first meeting until the last meeting, the students express their ideas in speaking with different materials in a pairs for each meeting. It was hoped to make the students confident to speak and also develop their ideas. Using cooperative script method in learning speaking was able to help the students to speak correctly and confidently. As the conclusion, use cooperative script method has an impact in improving the students' speaking skill.

4.2 Discussion

The description of the data collected through the test as explained in the previous section shows that the students' speaking skill was improved. Students' score after treatment (post-test) were better than students score before treatment (pre-test). From 27 students in the pre-test, there were 3 students got fair classification, 22 students got poor classification and 2 students got very poor classification. In the post-test there were 25 students got good classification and 2 students got fair classification. The average score of the students' pre-test was 36 which was classified as poor classification and the average score of the students post-test was 66,48 which

was classified as good classification. In other words, the average score of post-test was greater than the average score of pre-test, it proves that there is an improvement on the students' speaking skill.

Cooperative script method is simple, if we know from experience that a cooperative script method to the teaching of speaking well for aspiring professional speakers, as in a professional speaking skill, each student in the class is a working pair. Cooperative script activities designed to emphasize the act of speaking it self-students spend most of their time speak up, not just learning about it. But, students learn to summarize the materials and work together. In cooperative script activities classroom, focused on their own language and work together.

Cooperative script emphasize is placed on sharing idea with their partner. Students need responses to know and help them to be a good speaker. The students speak their main idea of the story to their partner and the partner as listener corrected what the speaker said. The students also were brave to ask something that made them did not understand from the material and help their partner who were difficult to memorize the main point of the materials. According to Suyatno cooperative script is a method of Cooperative learning where students work in pairs and take turns verbally in summarizing the part of material studied.¹ It's mean that the use of cooperative script can be able to improve the students' speaking skill.

Cooperative script is a joyful learning, and with script the students are easily to speak by making only summary and there is someone to correct in speaking, cooperative script is a part of cooperative learning and take a student active in class.

¹ Suyatno, *Menjelajah Pembelajaran Inovatif*, (Sidoarjo: Masmmedia Buana Pustaka, 2009), p. 75.

Based on the benefits of cooperative script which the students can cooperate each other to memorize the text missing and gave opportunity to correct such misunderstanding did by their partner. This statement supported by Rona Aulia Khumairoh said that the cooperative script is method was very good to train the student in speaking well, and to make the students were interested in conversations and also the student brave to speak in class.²

Cooperative script can be encouraging them to have confidence to explore their ideas. That is proved when researcher divided the students in a group and choose the student as speaker and listener. As speaker or as listener both of them can explore their idea with their own language and that is made the students confidence to speak eventhough some of them still there was students shy to speak. Like Maqbool Ahmad said cooperative script is method in which the students work in pairs and take turns orally summarize sections of material to be learned.³ It means that cooperative script useful to improve the speaking of the students.

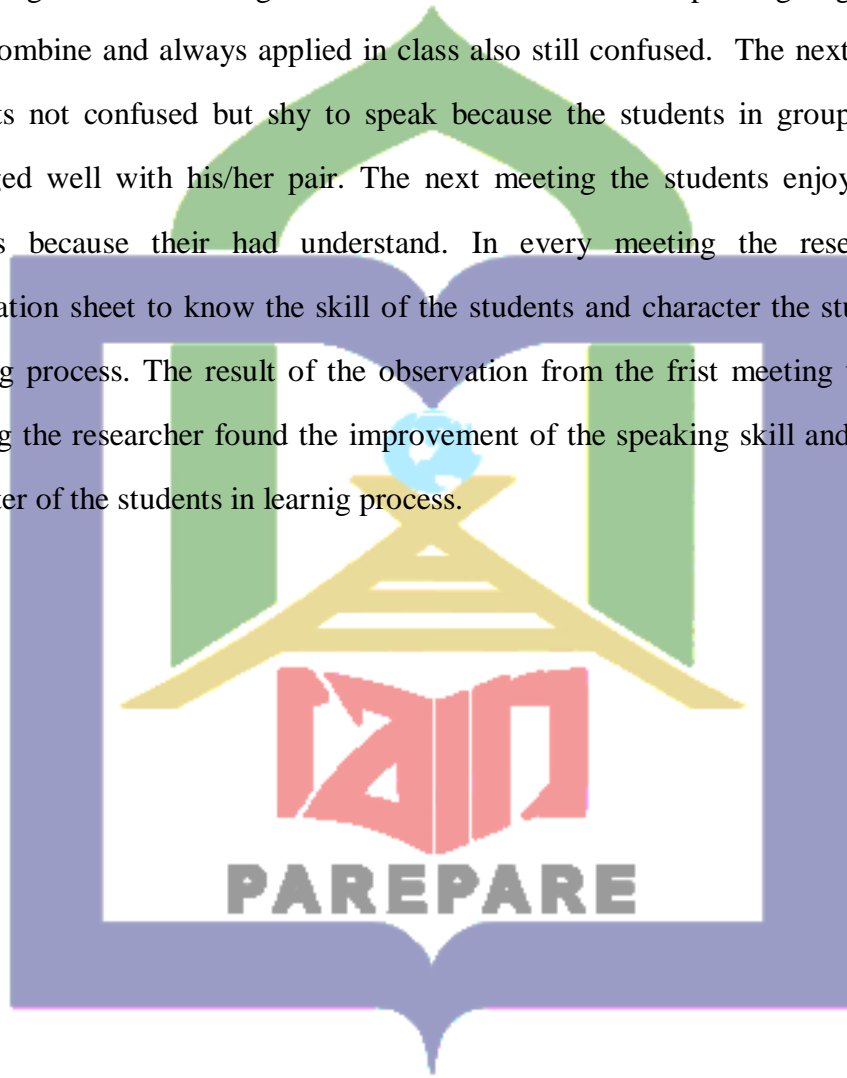
Cooperative script In this research, the researcher just found some principle of cooperative script. The students will speak based on their own language, which of the material. The students work together in learning process, as speaker enjoy with their job and the listener focused on correction. The students as listener usually the researcher choose the smart students in order to help students learn respect for smart students and students who are less intelligent and accept differences which exist.

² Rona Aulia Khumariah, *The effectiveness of using cooperative script method to teach students' speaking ability at the eight grade student's of SMP Negeri 1 Buay Bahuga*, (Channing: Journal of English Language Education and Literature)-PDF, p. 3.

³ Maqbool Ahmad, *Cooprehensive Dictionary of Education*, (New Delhi: ATLANTIC, 2008), p.115

After that the researcher changed their job which the speaker as listener and listener as speaker.

Cooperative script made the students motivated to speak English in class eventhought in first meeting the students not consistent use speaking English but they were combine and always applied in class also still confused. The next meeting the students not confused but shy to speak because the students in group usually not engaged well with his/her pair. The next meeting the students enjoy in learning process because their had understand. In every meeting the researcher used observation sheet to know the skill of the students and character the students in the learning process. The result of the observation from the frist meeting until the last meeting the researcher found the improvement of the speaking skill and the positive character of the students in learnig process.



CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

5.1.1 T-test result in which the value of t-test was 3.34. It was greater than t-table was 1.703 at the level significance 0.05 and degree of freedom (df) was 26.

5.1.2 The mean score of pre-test (36), standard deviation (7.47), and the mean score of post-test (66.48) and the standard deviation (5.11)

Based on the description of the result above, it can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test (36) is lower than the mean score of post-test (66.48). Then, the t-test (3.34) was greater than t-table (1.706). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well and enjoyable.

5.2.2 It is suggested to the English teacher to use cooperative script method in teaching speaking because it can help the students to express their ideas and feelings confidently by use cooperative script method in speaking.

5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.

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Appendix 1. The instrument of pre-test and post-test

The Story of Sangkuriang

Once upon a time in west Java, Indonesia lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. Then she just shouted outloud.

‘Anybody there? Bring me my tool. I will give you special present. If you are female, I will consider you as my sister. If you are male, I will marry you.

Suddenly a male dog, its name was Tumang, came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much. He often went hunting to the wood using his arrow. When he went hunting Tumang always with him. In the past there were many deer in Java so Sangkuriang often hunted for deer.

One day Dayang Sumbi wanted to have deer’s heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog Tumang. But after several days in the wood Sangkuriang could not find any deer. They were all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. At home he gave Tumang’s heart to her mother.

But Dayang Sumbi knew that it was Tumang’s heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realized it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry.

But then Dayang Sumbi recognized a scar on his Sangkuriang’s head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave a very

difficult condition. She wanted Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits Sangkuriang tried to build them. By midnight he had finished the lake by building a dam in Citarum river. Then he started building the boat. It was almost dawn when he nearly finished it. Meanwhile Dayang Sumbi kept watching on them. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that it was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was very angry. He kicked the boat. Then the boat turned out to be Mount Tangkuban Perahu. It means boat upside down. From a distant it looks like a boat upside down.

Retell The story above based on your own language

A large, empty rectangular box with a thin black border, intended for the student to write their retelling of the story.

Appendix 2. The Students' Rating Sheet of Pre-test and Post-test

THE STUDENTS' RATING SHEET OF PRE-TEST AND POST-TEST

Vocabulary	1-2	-Speaking vocabulary inadequate to express anything but the most elementary needs.
	3-4	-Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	5-6	- Able to speaks 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.
	7-8	-Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	9-10	-speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Fluency	1-2	-(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	3-4	-Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work, family and autobiographical information.
	5-6	-Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	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.
	9-10	-Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Pronunciation	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.
	3-4	-Accent is intelligible though often quite faulty.
	5-6	-Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	7-8	-Errors in pronunciation are quite rare.
	9-10	-equivalent to and fully accepted by educated native speakers.
Comprehension	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.
	3-4	-Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	5-6	-Comprehension is quite complete at a normal rate of speech.
	7-8	-Can understand any conversation

	9-10	within the range of his experience. -Equivalent to that an educated native speaker.
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Appendix 3. Lesson Plan

LESSON PLAN 1

Education Unit : SMP Negeri 6 Parepare
S u b j e c t : English
Grade/Semester : VIII 1
Time Allocation : 2 X 40 minutes (Once Meeting)
Subject Matter : The Story of Apple Tree and A Boy
Skill : Speaking

A. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Memahami, menuliskan, dan mengungkapkan makna dalam teks dengan menggunakan ragam bahasa lisan secara akurat dalam bahasa Inggris.

B. Kompetensi dasar dan indikator pencapaian kompetensi:**Kompetensi Dasar (KD):**

KOMPETENSI DASAR	INDIKATORPENCAPAIAN KOMPETENSI
Menyimak penjelasan short story dan mengungkapkan dalam bahasa Inggris	1. Mampu melakukan tindak tutur dalam wacana lisan. 2. Mampu mengembangkan kosa kata dengan

	mengikhtisarkan wacana dalam bahasa inggris
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C. Tujuan Pembelajaran

- Siswa dapat memperbanyak kosa kota melalui ikhtisar dengan ungkapan yang benar
- Siswa dapat mengungkapkan sesuatu dengan lafal dan intonasi yang benar

D. Media Pembelajaran

- Google
- Buku pelajaran bahasa inggris

E. Pendekatan dan Metode

Pendekatan : saintific approach

Metode : cooperative script

F. Langkah – langkah Kegiatan Pembelajaran

No.	Langkah-Langkah Kegiatan Pembelajaran	Alokasi waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Menyapa peserta didik (greeting) dan mempersiapkan kelas oleh leader ▪ Mengecek kehadiran dan memotivasi peserta didik ▪ Menjelaskan tujuan dan manfaat pembelajaran 	10 menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ▪ Peneliti menjelaskan pentingnya belajar speaking ▪ Peneliti menjelaskan metode yang akan digunakan dalam proses pembelajaran yaitu cooperative script ▪ Peneliti membagi siswa dalam perkelompok yang terdiri dari 2 orang setiap kelompok ▪ Peneliti membagikan wacana kepada setiap kelompok dan menginstruksikan untuk membaca kemudian meringkas / mengikhtisarkannya secara lisan dengan memasukkan ide – ide pokok ▪ Peserta didik melaksanakan perintah dari peneliti 	(60 menit)

3.	<p>Penutup Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI)</p> <ul style="list-style-type: none"> ▪ Peneliti memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang The story of tree and a boy ▪ Peneliti menyimpulkan materi ▪ Peneliti menutup pelajaran 	10 menit
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G. Penilaian

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang dinilai	Skor			Catatan
	1	2	3	
Santun				
Peduli				
Jujur				

Rubrik Penilaian Sikap

Aspek	Deskripsi
Santun	<ul style="list-style-type: none"> - Sering menunjukkan sikap santun (skor 3) - Pernah menunjukkan sikap santun (skor 2) - Tidak pernah menunjukkan sikap santun (skor 1).
Peduli	<ul style="list-style-type: none"> - Sering menunjukkan sikap peduli (skor 3) - Pernah menunjukkan sikap peduli (skor 2) - Tidak pernah menunjukkan sikap peduli (skor 1).

Jujur	<ul style="list-style-type: none"> - Sering menunjukkan sikap jujur (skor 3) - Pernah menunjukkan sikap jujur (skor 2) - Tidak pernah menunjukkan sikap jujur (skor 1)
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b. Penilaian Hasil

Pedoman Penskoran:

Aspek	Skor
1. Pronunciation (Pengucapan)	
2. Comprehension (Pemahaman)	
3. Vocabulary (kosa kata)	
4. Fluency (Kelancaran)	

Parepare, December 2018

Researcher


KARTINA DEWI

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PAREPARE

LESSON PLAN 2

Education Unit : SMP Negeri 6 Parepare

S u b j e c t : English

Grade/Semester : VIII 1

Time Allocation : 2 X 40 minutes (Second Meeting)

Subject Matter : The Story of Dull Monkey Who Wanted to be a King

Skill : Speaking

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Memahami, menuliskan, dan mengungkapkan makna dalam teks dengan menggunakan ragam bahasa lisan secara akurat dalam bahasa Inggris.

B. Kompetensi dasar dan indikator pencapaian kompetensi:

Kompetensi Dasar (KD):

KOMPETENSI DASAR	INDIKATORPENCAPAIAN KOMPETENSI
Menyimak penjelasan short story dan mengungkapkan dalam bahasa Inggris	1. Mampu melakukan tindak tutur dalam wacana lisan. 2. Mampu mengembangkan kosa kata dengan mengikhtisarkan wacana dalam bahasa Inggris

C. Tujuan Pembelajaran

- Siswa dapat memperbanyak kosa kata melalui ikhtisar dengan ungkapan yang benar
- Siswa dapat mengungkapkan sesuatu dengan lafal dan intonasi yang benar

D. Media Pembelajaran

- Google
- Buku pelajaran bahasa Inggris

E. Pendekatan dan Metode

Pendekatan : saintific approach

Metode : cooperative script

F. Langkah – langkah Kegiatan Pembelajaran

No.	Langkah-Langkah Kegiatan Pembelajaran	Alokasi waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Menyapa peserta didik (greeting) dan mempersiapkan kelas oleh leader ▪ Mengecek kehadiran dan memotivasi peserta didik ▪ Menjelaskan tujuan dan manfaat pembelajaran 	10 menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ▪ Peneliti menjelaskan pentingnya belajar speaking ▪ Peneliti menjelaskan metode yang akan digunakan dalam proses pembelajaran yaitu cooperative script ▪ Peneliti membagi siswa dalam perkelompok yang terdiri dari 2 orang setiap kelompok ▪ Peneliti membagikan wacana kepada setiap kelompok dan menginstruksikan untuk membaca kemudian meringkas / mengikhtisarkannya secara lisan dengan memasukkan ide – ide pokok ▪ Peserta didik melaksanakan perintah dari peneliti 	(60 menit)

3.	<p>Penutup Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI)</p> <ul style="list-style-type: none"> ▪ Peneliti memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang The story of dull monkey who wanted to be a king ▪ Peneliti menyimpulkan materi ▪ Peneliti menutup pelajaran 	10 menit
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G. Penilaian

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang dinilai	Skor			Catatan
	1	2	3	
Santun				
Peduli				
Jujur				

Rubrik Penilaian Sikap

Aspek	Deskripsi
Santun	<ul style="list-style-type: none"> - Sering menunjukkan sikap santun (skor 3) - Pernah menunjukkan sikap santun (skor 2) - Tidak pernah menunjukkan sikap santun (skor 1).
Peduli	<ul style="list-style-type: none"> - Sering menunjukkan sikap peduli (skor 3) - Pernah menunjukkan sikap peduli (skor 2) - Tidak pernah menunjukkan sikap peduli (skor 1).

Jujur	<ul style="list-style-type: none"> - Sering menunjukkan sikap jujur (skor 3) - Pernah menunjukkan sikap jujur (skor 2) - Tidak pernah menunjukkan sikap jujur (skor 1)
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b. Penilaian Hasil

Pedoman Penskoran:

Aspek	Skor
1. Pronunciation (Pengucapan)	
3. Comprehension (Pemahaman)	
4. Vocabulary (kosa kata)	
5. Fluency (Kelancaran)	

Parepare, December 2018

Researcher



KARTINA DEWI

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PAREPARE

LESSON PLAN 3

Education Unit : SMP Negeri 6 Parepare
S u b j e c t : English
Grade/Semester : VIII 1
Time Allocation : 2 X 40 minutes (Third Meeting)
Subject Matter : The Story of a Cap Seller and The Monkeys
Skill : Speaking

A. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Memahami, menuliskan, dan mengungkapkan makna dalam teks dengan menggunakan ragam bahasa lisan secara akurat dalam bahasa Inggris.

B. Kompetensi dasar dan indikator pencapaian kompetensi:

Kompetensi Dasar (KD):

KOMPETENSI DASAR	INDIKATORPENCAPAIAN KOMPETENSI
Menyimak penjelasan short story dan mengungkapkan dalam bahasa Inggris	1. Mampu melakukan tindak tutur dalam wacana lisan. 2. Mampu mengembangkan kosa kata dengan mengikhtisarkan wacana dalam bahasa Inggris

C. Tujuan Pembelajaran

- Siswa dapat memperbanyak kosa kata melalui ikhtisar dengan ungkapan yang benar
- Siswa dapat mengungkapkan sesuatu dengan lafal dan intonasi yang benar

D. Media Pembelajaran

- Google
- Buku pelajaran bahasa Inggris

E. Pendekatan dan Metode

Pendekatan : saintific approach

Metode : cooperative script

F. Langkah – langkah Kegiatan Pembelajaran

No.	Langkah-Langkah Kegiatan Pembelajaran	Alokasi waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Menyapa peserta didik (greeting) dan mempersiapkan kelas oleh leader ▪ Mengecek kehadiran dan memotivasi peserta didik ▪ Menjelaskan tujuan dan manfaat pembelajaran 	10 menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ▪ Peneliti menjelaskan pentingnya belajar speaking ▪ Peneliti menjelaskan metode yang akan digunakan dalam proses pembelajaran yaitu cooperative script ▪ Peneliti membagi siswa dalam perkelompok yang terdiri dari 2 orang setiap kelompok ▪ Peneliti membagikan wacana kepada setiap kelompok dan menginstruksikan untuk membaca kemudian meringkas / mengikhtisarkannya secara lisan dengan memasukkan ide – ide pokok ▪ Peserta didik melaksanakan perintah dari peneliti 	(60 menit)

3.	<p>Penutup Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI)</p> <ul style="list-style-type: none"> ▪ Peneliti memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang The story of a cap seller and the monkeys ▪ Peneliti menyimpulkan materi ▪ Peneliti menutup pelajaran 	10 menit
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G. Penilaian

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang dinilai	Skor			Catatan
	1	2	3	
Santun				
Peduli				
Jujur				

Rubrik Penilaian Sikap

Aspek	Deskripsi
Santun	<ul style="list-style-type: none"> - Sering menunjukkan sikap santun (skor 3) - Pernah menunjukkan sikap santun (skor 2) - Tidak pernah menunjukkan sikap santun (skor 1).
Peduli	<ul style="list-style-type: none"> - Sering menunjukkan sikap peduli (skor 3) - Pernah menunjukkan sikap peduli (skor 2) - Tidak pernah menunjukkan sikap peduli (skor 1).

Jujur	<ul style="list-style-type: none"> - Sering menunjukkan sikap jujur (skor 3) - Pernah menunjukkan sikap jujur (skor 2) - Tidak pernah menunjukkan sikap jujur (skor 1)
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b. Penilaian Hasil

Pedoman Penskoran:

Aspek	Skor
1. Pronunciation (Pengucapan)	
3. Comprehension (Pemahaman)	
4. Vocabulary (kosa kata)	
5. Fluency (Kelancaran)	

Parepare, December 2018

Researcher



KARTINA DEWI

NIM: 14.1300.049

PAREPARE

LESSON PLAN 4

Education Unit : SMP Negeri 6 Parepare
S u b j e c t : English
Grade/Semester : VIII 1
Time Allocation : 2 X 40 minutes
Subject Matter : You Can See The Moon From Here
Skill : Speaking

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Memahami, menuliskan, dan mengungkapkan makna dalam teks dengan menggunakan ragam bahasa lisan secara akurat dalam bahasa inggris.

B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

KOMPETENSI DASAR	INDIKATORPENCAPAIAN KOMPETENSI
Menyimak penjelasan short story dan mengungkapkan dalam bahasa Inggris	1. Mampu melakukan tindak tutur dalam wacana lisan. 2. Mampu mengembangkan kosa kata dengan mengikhtisarkan wacana dalam bahasa inggris

C. Tujuan Pembelajaran

- Siswa dapat memperbanyak kosa kata melalui ikhtisar dengan ungkapan yang benar
- Siswa dapat mengungkapkan sesuatu dengan lafal dan intonasi yang benar

D. Media Pembelajaran

- Google
- Buku pelajaran bahasa Inggris

E. Pendekatan dan Metode

Pendekatan : saintific approach

Metode : cooperative script

F. Langkah – langkah Kegiatan Pembelajaran

No.	Langkah-Langkah Kegiatan Pembelajaran	Alokasi waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Menyapa peserta didik (greeting) dan mempersiapkan kelas oleh leader ▪ Mengecek kehadiran dan memotivasi peserta didik ▪ Menjelaskan tujuan dan manfaat pembelajaran 	10 menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ▪ Peneliti menjelaskan pentingnya belajar speaking ▪ Peneliti menjelaskan metode yang akan digunakan dalam proses pembelajaran yaitu cooperative script ▪ Peneliti membagi siswa dalam perkelompok yang terdiri dari 2 orang setiap kelompok ▪ Peneliti membagikan wacana kepada setiap kelompok dan menginstruksikan untuk membaca kemudian meringkas / mengikhtisarkannya secara lisan dengan memasukkan ide – ide pokok ▪ Peserta didik melaksanakan perintah dari peneliti 	(60 menit)

3.	<p>Penutup Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI)</p> <ul style="list-style-type: none"> ▪ Peneliti memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang story of you can see the moon from here ▪ Peneliti menyimpulkan materi ▪ Peneliti menutup pelajaran 	10 menit
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G. Penilaian

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang dinilai	Skor			Catatan
	1	2	3	
Santun				
Peduli				
Jujur				

Rubrik Penilaian Sikap

Aspek	Deskripsi
Santun	<ul style="list-style-type: none"> - Sering menunjukkan sikap santun (skor 3) - Pernah menunjukkan sikap santun (skor 2) - Tidak pernah menunjukkan sikap santun (skor 1).
Peduli	<ul style="list-style-type: none"> - Sering menunjukkan sikap peduli (skor 3) - Pernah menunjukkan sikap peduli (skor 2) - Tidak pernah menunjukkan sikap peduli (skor 1).

Jujur	<ul style="list-style-type: none"> - Sering menunjukkan sikap jujur (skor 3) - Pernah menunjukkan sikap jujur (skor 2) - Tidak pernah menunjukkan sikap jujur (skor 1)
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b. Penilaian Hasil

Pedoman Penskoran:

Aspek	Skor
1. Pronunciation (Pengucapan)	
3. Grammar (tata bahasa)	
4. Vocabulary (kosa kata)	
5. Fluency (Kelancaran)	

Parepare, December 2018

Researcher



KARTINA DEWI

NIM: 14.1300.049

PAREPARE

LESSON PLAN 5

Education Unit : SMP Negeri 6 Parepare

S u b j e c t : English

Grade/Semester : VIII 1

Time Allocation : 2 X 40 minutes

Subject Matter : Misunderstanding

Skill : Speaking

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Memahami, menuliskan, dan mengungkapkan makna dalam teks dengan menggunakan ragam bahasa lisan secara akurat dalam bahasa inggris.

B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

KOMPETENSI DASAR	INDIKATORPENCAPAIAN KOMPETENSI
Menyimak penjelasan short story dan mengungkapkan dalam bahasa Inggris	1. Mampu melakukan tindak tutur dalam wacana lisan. 2. Mampu mengembangkan kosa kata dengan mengikhtisarkan wacana dalam bahasa inggris

C. Tujuan Pembelajaran

- Siswa dapat memperbanyak kosa kata melalui ikhtisar dengan ungkapan yang benar
- Siswa dapat mengungkapkan sesuatu dengan lafal dan intonasi yang benar

D. Media Pembelajaran

- Google
- Buku pelajaran bahasa Inggris

E. Pendekatan dan Metode

Pendekatan : saintific approach

Metode : cooperative script

F. Langkah – langkah Kegiatan Pembelajaran

No.	Langkah-Langkah Kegiatan Pembelajaran	Alokasi waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Menyapa peserta didik (greeting) dan mempersiapkan kelas oleh leader ▪ Mengecek kehadiran dan memotivasi peserta didik ▪ Menjelaskan tujuan dan manfaat pembelajaran 	10 menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ▪ Peneliti menjelaskan pentingnya belajar speaking ▪ Peneliti menjelaskan metode yang akan digunakan dalam proses pembelajaran yaitu cooperative script ▪ Peneliti membagi siswa dalam perkelompok yang terdiri dari 2 orang setiap kelompok ▪ Peneliti membagikan wacana kepada setiap kelompok dan menginstruksikan untuk membaca kemudian meringkas / mengikhtisarkannya secara lisan dengan memasukkan ide – ide pokok ▪ Peserta didik melaksanakan perintah dari peneliti 	(60 menit)

3.	<p>Penutup Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI)</p> <ul style="list-style-type: none"> ▪ Peneliti memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang Misunderstanding ▪ Peneliti menyimpulkan materi ▪ Peneliti menutup pelajaran 	10 menit
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G. Penilaian

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang dinilai	Skor			Catatan
	1	2	3	
Santun				
Peduli				
Jujur				

Rubrik Penilaian Sikap

Aspek	Deskripsi
Santun	<ul style="list-style-type: none"> - Sering menunjukkan sikap santun (skor 3) - Pernah menunjukkan sikap santun (skor 2) - Tidak pernah menunjukkan sikap santun (skor 1).
Peduli	<ul style="list-style-type: none"> - Sering menunjukkan sikap peduli (skor 3) - Pernah menunjukkan sikap peduli (skor 2) - Tidak pernah menunjukkan sikap peduli (skor 1).

Jujur	<ul style="list-style-type: none"> - Sering menunjukkan sikap jujur (skor 3) - Pernah menunjukkan sikap jujur (skor 2) - Tidak pernah menunjukkan sikap jujur (skor 1)
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b. Penilaian Hasil

Pedoman Penskoran:

Aspek	Skor
1. Pronunciation (Pengucapan)	
3. Comprehension (Pemahaman)	
4. Vocabulary (kosa kata)	
5. Fluency (Kelancaran)	

Parepare, December 2018

Researcher



KARTINA DEWI

NIM: 14.1300.049

PAREPARE

LESSON PLAN 6

Education Unit : SMP Negeri 6 Parepare
S u b j e c t : English
Grade/Semester : VIII 1
Time Allocation : 2 X 40 minutes
Subject Matter : The Blind Man and The Sun
Skill : Speaking

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Memahami, menuliskan, dan mengungkapkan makna dalam teks dengan menggunakan ragam bahasa lisan secara akurat dalam bahasa inggris.

B. Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

KOMPETENSI DASAR	INDIKATORPENCAPAIAN KOMPETENSI
Menyimak penjelasan short story dan mengungkapkan dalam bahasa Inggris	1. Mampu melakukan tindak tutur dalam wacana lisan. 2. Mampu mengembangkan kosa kata dengan mengikhtisarkan wacana dalam bahasa inggris

C. Tujuan Pembelajaran

- Siswa dapat memperbanyak kosa kata melalui ikhtisar dengan ungkapan yang benar
- Siswa dapat mengungkapkan sesuatu dengan lafal dan intonasi yang benar

D. Media Pembelajaran

- Google
- Buku pelajaran bahasa inggris

E. Pendekatan dan Metode

Pendekatan : saintific approach

Metode : cooperative script

F. Langkah – langkah Kegiatan Pembelajaran

No.	Langkah-Langkah Kegiatan Pembelajaran	Alokasi waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Menyapa peserta didik (greeting) dan mempersiapkan kelas oleh leader ▪ Mengecek kehadiran dan memotivasi peserta didik ▪ Menjelaskan tujuan dan manfaat pembelajaran 	10 menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ▪ Peneliti menjelaskan pentingnya belajar speaking ▪ Peneliti menjelaskan metode yang akan digunakan dalam proses pembelajaran yaitu cooperative script ▪ Peneliti membagi siswa dalam perkelompok yang terdiri dari 2 orang setiap kelompok ▪ Peneliti membagikan wacana kepada setiap kelompok dan menginstruksikan untuk membaca kemudian meringkas / mengikhtisarkannya secara lisan dengan memasukkan ide – ide pokok ▪ Peserta didik melaksanakan perintah dari peneliti 	(60 menit)

3.	<p>Penutup Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI)</p> <ul style="list-style-type: none"> ▪ Peneliti memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang The story of tree and a boy ▪ Peneliti menyimpulkan materi ▪ Peneliti menutup pelajaran 	10 menit
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G. Penilaian

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang dinilai	Skor			Catatan
	1	2	3	
Santun				
Peduli				
Jujur				

Rubrik Penilaian Sikap

Aspek	Deskripsi
Santun	<ul style="list-style-type: none"> - Sering menunjukkan sikap santun (skor 3) - Pernah menunjukkan sikap santun (skor 2) - Tidak pernah menunjukkan sikap santun (skor 1).
Peduli	<ul style="list-style-type: none"> - Sering menunjukkan sikap peduli (skor 3) - Pernah menunjukkan sikap peduli (skor 2) - Tidak pernah menunjukkan sikap peduli (skor 1).

Jujur	<ul style="list-style-type: none"> - Sering menunjukkan sikap jujur (skor 3) - Pernah menunjukkan sikap jujur (skor 2) - Tidak pernah menunjukkan sikap jujur (skor 1)
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b. Penilaian Hasil

Pedoman Penskoran:

Aspek	Skor
1. Pronunciation (Pengucapan)	
3. Conprehension (Pemahaman)	
4. Vocabulary (kosa kata)	
5. Fluency (Kelancaran)	

Parepare, December 2018

Researcher



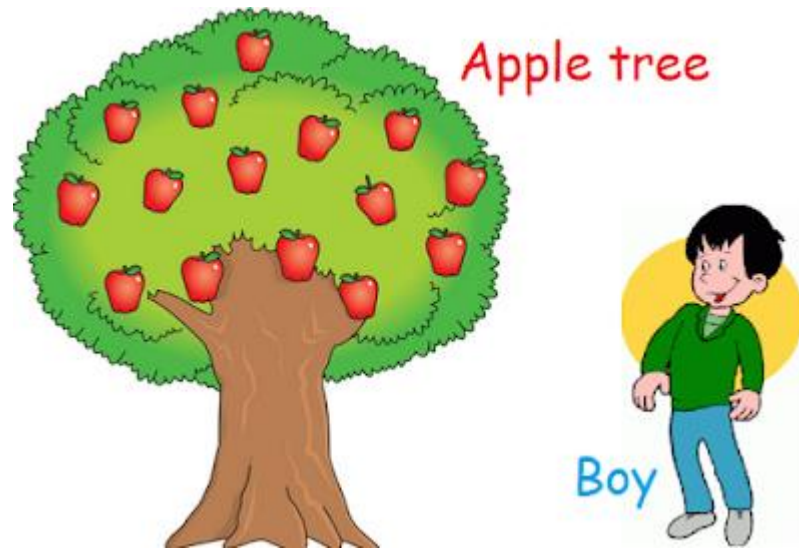
KARTINA DEWI

NIM: 14.1300.049

PAREPARE

Appendix 4. Materials

The First Meeting

The story of Apple Tree And a Boy

Once upon a time, there was a huge apple tree which gave tasty apples to the people around it. There was also a little boy who became a close friend to the apple tree. The boy used to play with apple tree, climb its branches, sleep under its shadow, and pluck its apples. Every day he visited the apple tree, and ate some apples. One day, the boy joined in school and didn't have a time to spend with apple tree. After several days, the boy came to the tree. The apple tree was so happy to see the boy. It asked the boy to play. Unfortunately, the boy said that he was not a child anymore. He didn't want to play with the tree. But he asked another request to the apple tree. The boy said he needed toys, but his parents didn't have money to buy it for him. The tree said, "Dear my boy, i don't have any money to buy it for you, but you can pick my apples, then sell them, get money and buy the toys you want." The boy went happily to his home after plucking apples. The tree was waiting to see the boy return. But he never came back for many years. The apple tree was sad and it didn't produce any apples anymore.

The Third Meeting

The Story of a Cap Seller and The Monkeys



Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. Then he decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him. At last he found a clever idea. ” Monkeys are a great imitator,” he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

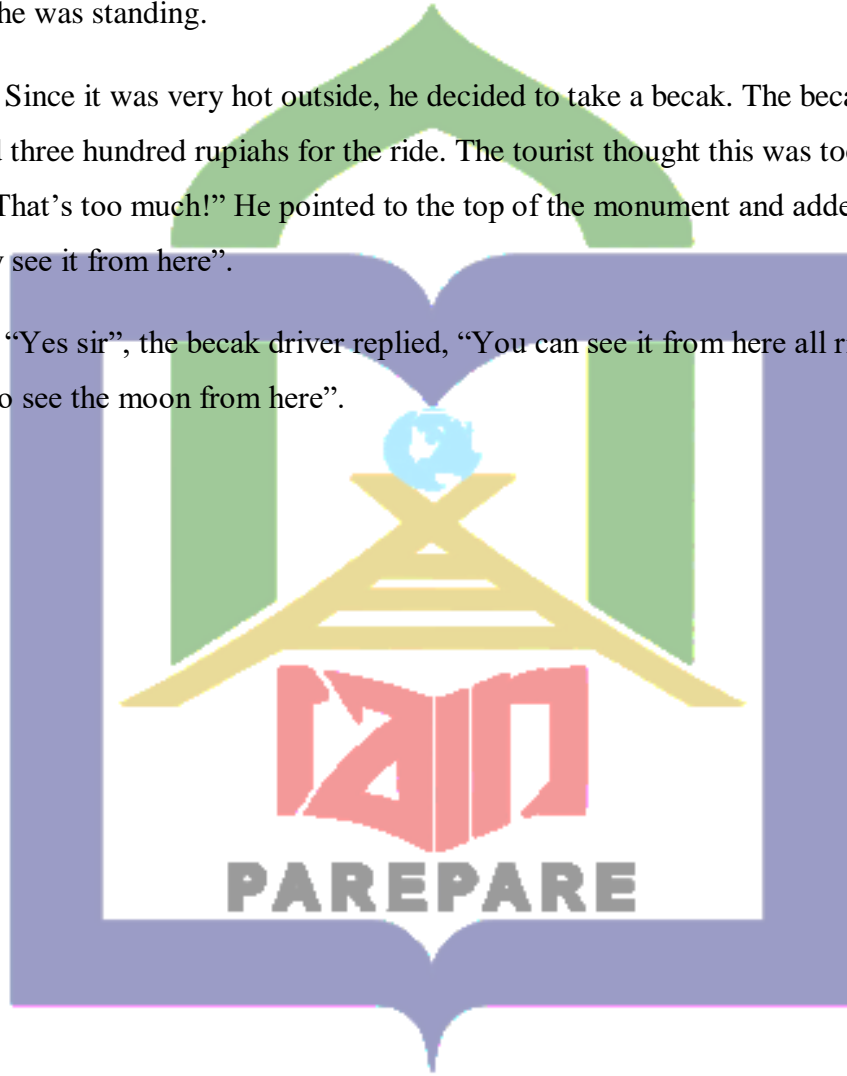
The Fourth Meeting

YOU CAN SEE THE MOON FROM HERE

One day, a tourist wanted to take pictures of the “Monumen Nasional”. He was only a kilometre away and could already see the top of the monument from where he was standing.

Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was too much and said, “That’s too much!” He pointed to the top of the monument and added, “You can already see it from here”.

“Yes sir”, the becak driver replied, “You can see it from here all right, but you can also see the moon from here”.



The Fifth Meeting

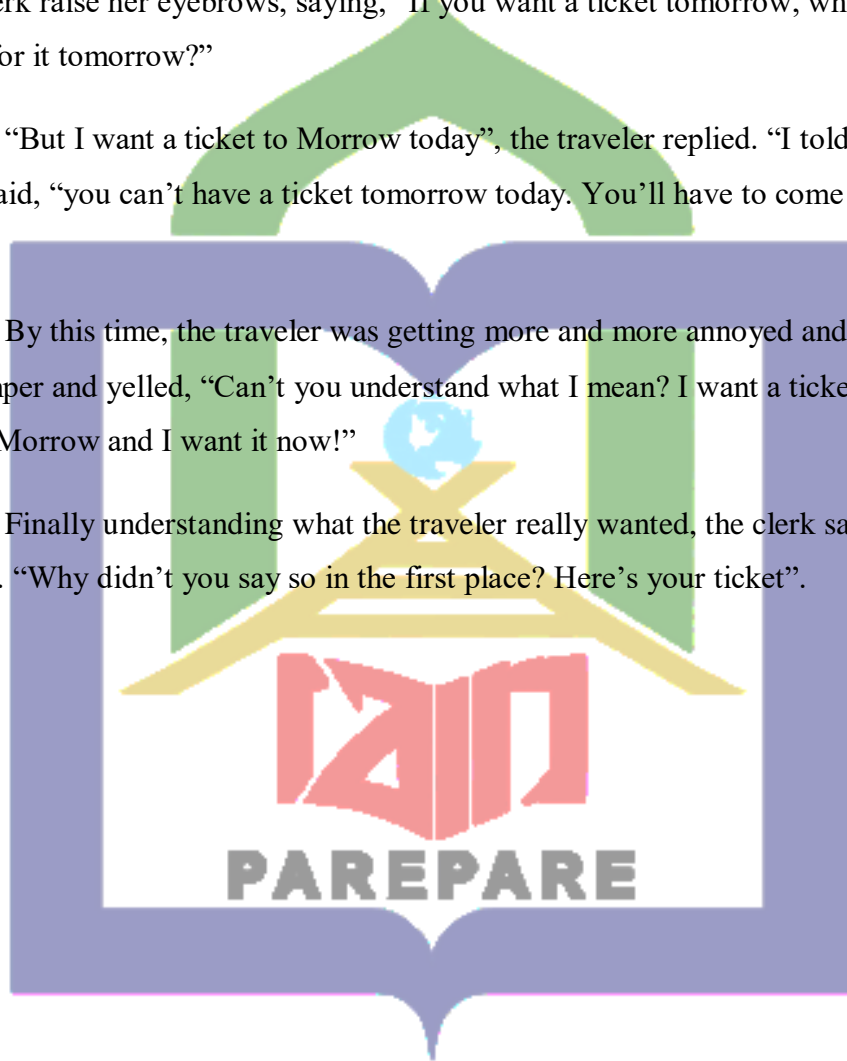
MISUNDERSTANDING

In a remote part of Wales there is a place called Morrow. One day, at London train station, a traveler said to the booking-clerk, “I want a ticket to Morrow, please”. The clerk raise her eyebrows, saying, “If you want a ticket tomorrow, why don’t you come for it tomorrow?”

“But I want a ticket to Morrow today”, the traveler replied. “I told you”, the clerk said, “you can’t have a ticket tomorrow today. You’ll have to come tomorrow for it”.

By this time, the traveler was getting more and more annoyed and finally lost his temper and yelled, “Can’t you understand what I mean? I want a ticket to a place called Morrow and I want it now!”

Finally understanding what the traveler really wanted, the clerk said quite calmly. “Why didn’t you say so in the first place? Here’s your ticket”.



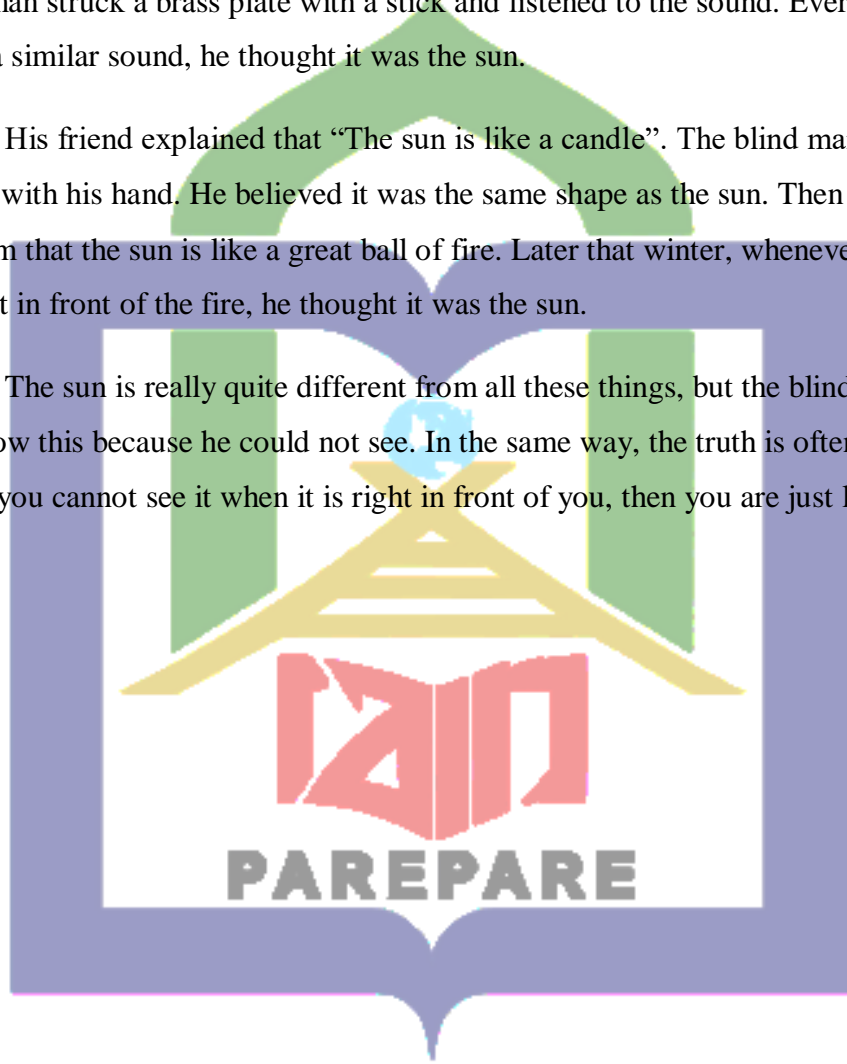
The Six Meeting

THE BLIND MAN AND THE SUN

Once upon a time, there lived a blind man who had never seen the sun. He asked a friend to tell him what it was like. “It’s like a brass plate”, his friend said. The blind man struck a brass plate with a stick and listened to the sound. Every time he heard a similar sound, he thought it was the sun.

His friend explained that “The sun is like a candle”. The blind man felt a candle with his hand. He believed it was the same shape as the sun. Then his friend told him that the sun is like a great ball of fire. Later that winter, whenever the blind man sat in front of the fire, he thought it was the sun.

The sun is really quite different from all these things, but the blind man did not know this because he could not see. In the same way, the truth is often hard to see. If you cannot see it when it is right in front of you, then you are just like the blind man.



Appendix 5. Distribution of T-table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (<i>one tail test</i>)						
dk	0,25	0,10	0,005	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
25	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 6. Observation Sheet

PEDOMAN OBSERVASI
PENGUNAAN COOPERATIV SCRIPT TERHADAP SISWA
DI SMP NEGERI 6 PAREPARE

Bidang Studi : Bhs. Inggris Hari/Tanggal : Senin / 17 Des 2018
 Kelas : VIII 1 Nama Guru :
 Materi Ajar : The Story of tree and a boy

Petunjuk Pengisian

- a. Ambillah posisi yang mudah bagi anda untuk mengamati proses pembelajaran yang dilakukan oleh guru bidang studi bahasa inggris tanpa mengganggu proses pembelajaran
- b. Beri tanda check list (✓) pada kolom yang disediakan sesuai dengan pengamatan anda

No	Item Instrumen	Score				
		1	2	3	4	5
1	Santun			✓		
2	Peduli		✓			
3	Jujur			✓		
4	Cepat tanggap		✓			
5	Mudah memahami		✓			
6	Aktif didalam kelas		✓			

PEDOMAN OBSERVASI
PENGGUNAAN COOPERATIF SCRIPT TERHADAP SISWA
DI SMP NEGERI 6 PAREPARE

Bidang Studi : Bhs. Inggris Hari/Tanggal : Selasa / 18 Des 2018
 Kelas : VIII 1 Nama Guru :
 Materi Ajar : The story of Dull Monkey
 who wanted to be a king

Petunjuk Pengisian

- a. Ambillah posisi yang mudah bagi anda untuk mengamati proses pembelajaran yang dilakukan oleh guru bidang studi bahasa inggris tanpa mengganggu proses pembelajaran
- b. Beri tanda check list (✓) pada kolom yang disediakan sesuai dengan pengamatan anda

No	Item Instrumen	Score				
		1	2	3	4	5
1	Santun			✓		
2	Peduli		✓			
3	Jujur			✓		
4	Cepat tanggap		✓			
5	Mudah memahami		✓			
6	Aktif didalam kelas		✓			

PEDOMAN OBSERVASI
PENGGUNAAN COOPERATIV SCRIPT TERHADAP SISWA
DI SMP NEGERI 6 PAREPARE

Bidang Studi : Bhs. Inggris
 Hari/Tanggal : Rabu / 19 Des 2018
 Kelas : VM 1
 Nama Guru :
 Materi Ajar : The story of a Cap seller
 and the monkey

Petunjuk Pengisian

- a. Ambillah posisi yang mudah bagi anda untuk mengamati proses pembelajaran yang dilakukan oleh guru bidang studi bahasa inggris tanpa mengganggu proses pembelajaran
- b. Beri tanda check list (✓) pada kolom yang disediakan sesuai dengan pengamatan anda

No	Item Instrumen	Score				
		1	2	3	4	5
1	Santun			✓		
2	Peduli			✓		
3	Jujur			✓		
4	Cepat tanggap		✓			
5	Mudah memahami		✓			
6	Aktif didalam kelas		✓			

PEDOMAN OBSERVASI
PENGGUNAAN COOPERATIV SCRIPT TERHADAP SISWA
DI SMP NEGERI 6 PAREPARE

Bidang Studi : Bhs. Inggris Hari/Tanggal : Kamis / 20 Des 2018
 Kelas : VII 1 Nama Guru :
 Materi Ajar : You can see the moon from here

Petunjuk Pengisian

- a. Ambillah posisi yang mudah bagi anda untuk mengamati proses pembelajaran yang dilakukan oleh guru bidang studi bahasa inggris tanpa mengganggu proses pembelajaran
- b. Beri tanda check list (✓) pada kolom yang disediakan sesuai dengan pengamatan anda

No	Item Instrumen	Score				
		1	2	3	4	5
1	Santun			✓		
2	Peduli			✓		
3	Jujur			✓		
4	Cepat tanggap		✓			
5	Mudah memahami		✓			
6	Aktif didalam kelas			✓		

PEDOMAN OBSERVASI
PENGGUNAAN COOPERATIV SCRIPT TERHADAP SISWA
DI SMP NEGERI 6 PAREPARE

Bidang Studi : Bhs. Inggris
 Hari/Tanggal : Jum'at / 21 Des 2018
 Kelas : VIII 1
 Nama Guru :
 Materi Ajar : Misunderstanding

Petunjuk Pengisian

- a. Ambillah posisi yang mudah bagi anda untuk mengamati proses pembelajaran yang dilakukan oleh guru bidang studi bahasa inggris tanpa mengganggu proses pembelajaran
- b. Beri tanda check list (✓) pada kolom yang disediakan sesuai dengan pengamatan anda

No	Item Instrumen	Score				
		1	2	3	4	5
1	Santun				✓	
2	Peduli				✓	
3	Jujur			✓		
4	Cepat tanggap			✓		
5	Mudah memahami			✓		
6	Aktif didalam kelas			✓		

PEDOMAN OBSERVASI
PENGGUNAAN COOPERATIV SCRIPT TERHADAP SISWA
DI SMP NEGERI 6 PAREPARE

Bidang Studi : *Bhs. Inggris*

Hari/Tanggal : *Sabtu / 22 Des 2018*

Kelas : *VIII 1*

Nama Guru :

Materi Ajar : *The Blind Man and the Sun*

Petunjuk Pengisian

- a. Ambillah posisi yang mudah bagi anda untuk mengamati proses pembelajaran yang dilakukan oleh guru bidang studi bahasa Inggris tanpa mengganggu proses pembelajaran
- b. Beri tanda check list (✓) pada kolom yang disediakan sesuai dengan pengamatan anda

No	Item Instrumen	Score				
		1	2	3	4	5
1	Santun				✓	
2	Peduli				✓	
3	Jujur				✓	
4	Cepat tanggap			✓		
5	Mudah memahami			✓		
6	Aktif didalam kelas			✓		

Appendix 7. Documentation









**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3709 /In.39/PP.00.9/12/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : KARTINA DEWI
Tempat/Tgl. Lahir : SUMENEP, 28 Agustus 1995
NIM : 14.1300.049
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : DUSUN PAGERUNGAN BESAR, DESA PAGERUNGAN BESAR, KEC. SAPEKEN, KAB. SUMENEP

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF COOPERATIVE SCRIPT METHOD ON STUDENTS' SPEAKING SKILL AT SMP NEGERI 6 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

17 Desember 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



M. Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76. Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
 Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

PAREPARE

Nomor : 050/1039/Bappeda
 Tanggal : -
 Perihal : Izin Penelitian

Parepare, 18 Desember 2018
 Yth. Kepala Dinas Pendidikan dan
 Kebudayaan Kota Parepare

Di -
Parepare

DASAR

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 3709/In.39/PP.00.9/12/2018 tanggal 17 Desember 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan Izin Penelitian kepada :

Nama : Kartina dewi
 Tempat/Tgl. Lahir : Sumenep / 28-08-1995
 Jenis Kelamin : WANITA
 Pekerjaan : Mahasiswa
 Alamat : Dusun Pangerungan Besar, Kec. Sapeken, Kab. Sumenep

Bermaksud untuk melakukan Penelitian/Wawancara di Kota Parepare dengan judul :

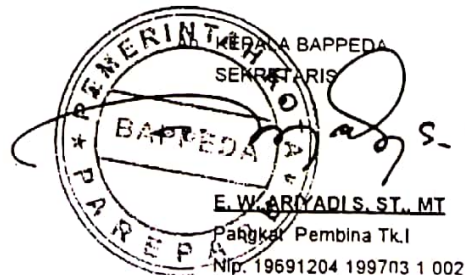
The use of cooperative script method on students' speaking skill at SMP Negeri 6 parepare

Selama : TMT 17-12-2018 S/D 16-01-2019
 Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi / Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "Penelitian" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.



- TEMBUSAN Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
 2. Walikota Parepare di Parepare
 3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
 4. Saudara Kartina dewi



PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 6 MODEL PAREPARE

Alamat : Jl. Pendidikan Kel Bukit Harapan Telp. (0421) 22875 Parepare

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/002/SMPN.06/1/2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Model Parepare menerangkan bahwa :

Nama : **KARTINA DEWI**
Tempat/Tgl.Lahir : Sumenep, 28 Agustus 1995
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa IAIN Parepare
Program Studi : Pendidikan Bahasa Inggris
NIM : 14 1300 049
Judul Penelitian : The Use Of Cooperative Script Method On Students' Speaking Skill at SMP Negeri 6 Parepare.

Benar-benar telah melakukan Penelitian di SMP Negeri 6 Parepare dari tanggal (17 Desember s/d 3 Januari 2019).

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperfunya.

Parepare, 3 Januari 2019



Kepala SMP Negeri 6 Model Parepare

HARAFI SALAM, S.Pd., M.Pd.

Pembina TK. I

NIP.19601107 198303 1 012

Curriculum vitae



The writer Kartina Dewi, was born on August 28, 1995 in Pagrungan Besar regency of Sumenep. She is the second in his family, she has two sisters. Her father's name is Rifak and her mother is Anira. Her educational background, she began his study on 2002 at SDN 1 Pag. Besar and graduated on 2007, at the same year her registered of SMPN 2 Sapeken and graduated on 2010, and then she continued her study again at SMAN 1 Sapeken and graduated 2013. In the 2014 her study in IAIN (State Islamic Institute) Parepare, to take her undergraduate program in English program of tarbiyah faculty about four years. During her study, she participated actively on Students Organization, that is Persaudaraan Shorinji Kempo Indonesia (PERKEMI) Dojo IAIN Parepare on 2015 as secretary on the period 2018. To completed her study with her skripsi in title "The Use of Cooperative Script on Students' Speaking Skill at SMPN 6 Parepare".

