

CHAPTER I

INTRODUCTION

This chapter presents introduction. It consists of seven sub-chapters. They are (a) background of the Research, (b) Formulation of The Research Question, (c) Objective of The Research, (d) Significance of The Research, (e) Scope and Limitation (f) Hypothesis (g) Definition of Key Terms.

A. Background of The Research

In teaching speaking, teacher needs to provide appropriate learning activities that encourage teaching and learning process. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Because the goal of teaching speaking skill is communicative efficiency. In addition, many students confuse to learn foreign language because they feel bored when they learn English language. So, the teacher should give the strategy to make student enjoy with their lesson and make class more effective.

Speaking is an activity used by someone to communicate with other. In addition, speaking is a direct interaction. When we are speaking, the speaker tries to deliver information to be understood by the listener, and directly the listener gives a feedback to what speaker is saying in one time. It takes place everywhere and has become part of our daily activities.

when someone speaks, they interact and use the language to express their ideas, feeling, and think. They also share information to other through communication. In teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may lose their interest in learning soon.

Sometimes many students feel nervous when speaking in front of class. It is normally happened. Even indicates a positive sign in language learning. This feeling can make students like in a competition environment, so that students are motivated to study harder. H. Douglas Brown (2010:178) stated that the feeling of nervousness before giving a public speech is, in experienced speakers, often a sign of facilitative anxiety, a symptom of just enough tension to get job done.

Based on the statement above, the writer concludes that most of the problems faced by the students were to speak in front of the class, as teacher should be able to choose one of the methods to create be fun and enjoying in learning. Meanwhile, considered of many methods in teaching of English class, such as problem-based learning method, role playing method, cooperative script method and talking stick method. So, the writer focused on using of the cooperative script method to make students can solve the problems to their speaking by using script.

Cooperative script is joyful learning, and with script we can easy to speak by making only a summary and there is someone to correct in speaking. Cooperative script is part of cooperative learning and makes a

student active in class. Moreover, based on the writer's concluded that as a teacher would be successes when she is able to make a student have ability of speaking skill because someone can be seen from good speech, and then the writer would use cooperative script to teach speaking ability, because this 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.

Cooperative Script is a method of Cooperative Learning. In this method teacher asks students' to create a small group or in pairs and students should make a summary of the material that the teacher gave to the students orally summarize the material and turns with a partner. Dansereau (2006:259) stated that a study method in which students work in pairs and take turn orally summarizes section of material to be learned. 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 summarize on their own or who simply read the material. It is interesting that while both participants in the cooperative pairs gain from the activity. The larger gains are seen in the section that students teach to their partners rather than in those for which they serve as listener more recent studies of various forms of peer tutoring find similar result.

Meanwhile, according to Slavin (1994:172), cooperative script method is method of learning where students work in pairs and changes roles as to speaker or listener in summarize parts of studied. In this method, student can be works of thinks by themselves not only relying on one of students

in groups. Because, every student demand for summarizing of material and to express their opinion in direct on their partner. On cooperative script methods there are a deal between students about roles in collaborate. The role of the teacher just as facilitator who direct students to achieve their goals. On interaction of students there are a deal, discussion, conveying their opinion from the main ideas of materials, remind in each others from errors of concept that have summarized, make a conclude together.

The method of Cooperative Script has proved to be a good method to support students' achievement and make students active in the learning process, because the students has a script to help them as material will be study in the pairs or group. It means that cooperative script is part of cooperative learning, by Dansereau (2006:259) explained step of cooperative script, the students form a pairs and then make a summary from text, they respond it as listener and speaker, and this method make student are more active to speak, and can increase speaking ability, the writer wants to make student speak fluently, accuracy and good pronunciation.

The reason why the writer chose the first grade of MA Hasanuddin Siraman Blitar, because the students still feel difficulty to express their ideas orally in English. They still keep silent when the teacher asks then to interact using English in the classroom. They do not want to speak English, because they feel shy and not confidents, lack of vocabulary, difficulties to pronounce the words, afraid of having mistaken in grammar. Therefore, the students have lack of participation in classroom interaction,

especially students whose skill is average. Then, the writer interviewed some English teachers about the way of students to be able to speak English well and easier to understand about lesson. They answered that the students can be easier to understand a lesson and can speak English because they interact to each other not merely by listening to the teacher's explanation.

In fact, there are some previous researchers regarding with the effect of using cooperative script method. One is conducted by Dwi Maria Ulfah (2004). She found that teaching speaking by using Cooperative Script Method got good effect to improve students' speaking ability. It means that there is significant effect of using Cooperative Script Method to improve speaking skill. So, Cooperative Script Method can be applied as an alternative method to support teaching speaking.

Based on description above the researcher conduct a research entitle "The Effect of Using Cooperative Script Method Toward Students' Speaking Ability at the First Grade of MA Hasanuddin Siraman Blitar".

B. Formulation of The Research Question

On the basis of the background, the research question is formulated as follows:

1. Is there any significant effect of using Cooperative Script Method toward students' speaking ability at the First Grade of MA Hasanuddin Siraman Blitar?

C. Objective of The Research

1. To know the significant effect of using Cooperative Script Method toward students' speaking ability at the First Grade of MA Hasanuddin Siraman Blitar.

D. Significance of The Research

The significance of the study will be useful for:

1. Teachers

The result of this research is expected to provide them with an alternative method to teach speaking, such as Cooperative Script Method. It is also expected to motivate the teachers to be more creative. So, the students will be more enthusiastic in learning English in the class.

2. Students

The student should improve their English achievement, especially in mastering speaking ability using Cooperative Script Method. They can start to speak in the pairs. They could feel confident and easy to share their idea when they speak to their friends.

3. Future researcher

The result of this research can be develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

E. Scope and Limitation

In this research, the writer takes the first grade of MA Hasanuddin Siraman Blitar in semester two. This research, the writer focuses on the effect of using cooperative script method toward students' speaking ability at the first grade of MA Hasanuddin Siraman Blitar.

F. Hypothesis

1. Ho: Cooperative Script Method is not effective to teaching students' speaking ability
2. H_a: Cooperative Script Method is effective to teaching students' speaking ability

G. Definition of Key Terms

There are some key terms of this study, as follow:

1. Cooperative Script Method

Cooperative Script Method is a model of learning that can improve memory students. In addition, learning model Cooperative Script is one of the main ways or strategies of a teacher in delivering the subject matter, which begins by dividing the students into groups in pair , then share teaching materials for students to learn and make a summary if the material.

2. Speaking Ability

Speaking ability is an important indicator of mastering the language. In addition, speaking ability is the ability of the students expressing the ideas to communicate with others. Students often think that the ability to speak a language is product of language learning, but speaking is also a crucial part of the language learning process.