

**THE EFFECT OF APPLYING COOPERATIVE SCRIPT METHOD BY
USING BROCHURE AND PAMPHLET AS A TEACHING MEDIA
ON THE STUDENTS' ACHIEVEMENT IN SPEAKING**

SKRIPSI

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ABSTRACT

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This study deals with the effect of Applying Cooperative Script Method by using Brochure and Pamphlet as a Teaching Media on the Students' Achievement in Speaking. The objective of this research was to investigate the significant effect of Applying Cooperative Script Method by using Brochure and Pamphlet as a Teaching Media on the Students' Achievement in Speaking. This research was conducted in MTs. Al Mushlihin Binjai, Eight Grade during 2016-2017 academic years. The population was 80 students and the sample was 80 students. Total sampling technique was applied to taken the sample. Class VIII-A was chosen by applying cooperative script method by using brochure and pamphlet as a teaching media and class VIII-B by using lecturer method. The instrument in collecting data was Oral test. In collected data, pre-test and post-test conducted in both, experimental and control group. The students' has been given the test which consist one question. Every answer in test was scored based on component to evaluate speaking. The finding showed that the students who taught by applying cooperative script method by using brochure and pamphlet as a teaching media get the better score than those who taught by using lecturer method. From this research, it was found that applying cooperative script method by using brochure and pamphlet as a teaching media could cause positive effect on the students' achievement in speaking, which was proven from the result of analysis showed that t-observed (24.8) was higher than t-table (1.664). The results showed that the hypothesis that was significant effect of applying cooperative script method by using brochure and pamphlet as a teaching media on the students' achievement in speaking.

Key words: speaking achievement, cooperative script method and brochure and pamphlet as a teaching media.

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CHAPTER I

INTRODUCTION

A. Background of the study

Based on the problem and the researcher's experience in PPL (Teaching Practice Program), it is found some problems in teaching speaking lesson such as the students sometimes understood about the topic or material but they are difficult to share and express their idea to others. The students had little confidence to perform in front of class, many students still low in vocabulary and the students afraid to make mistake they think it difficult to produce English when they were asked to speak. Nowadays, in teaching speaking the teacher use the conventional method and media in the classroom. It is questioning the author method. Consequently, the students feel bored and not interest in speaking because the teacher method is less attractive. Previous research by Rusmala states that have the same problems.

In speaking, the students are expected to communicate well in English. According Basic (2011) the ability to speak is the ability of the most important, because for those who are learning foreign languages most want to be able to speak in accordance with the target language. So, learning English in Junior High Scholl can achieve functional levels, to communicate orally and in writing to solve everyday problems, have an awareness of the nature and importance of the English language to enhance the nation's competitiveness in a global society.

Especially in the world of work later must be able to communicate in English. Nowadays, in the world of work demands have diplomas and undergraduate must be able to communicate in English because most of these companies are looking for employees who are able to follow the rhythm and communication with client nationality from outside Indonesia. For example, in the business world there must be the name of the competition. Therefore, they who will be the spearhead of a company to compete on an international scale.

In teaching speaking, the teachers must be creative to design many communication activities in the classroom with good method and media that urge and motivate students to use the language actively and productively. For example, in oral language class, the student should be serving with conductive learning activity. So, they can practice English as well as possible. However, the first task of the teacher is create the best condition for students to study. In other words, the teacher is responsible for the situation where the students can communicate orally with their classmates.

According to Suprijono (2013, p. 5126) Cooperative script is method of learning where the students study together in pairs and in oral changed explained or summarized parts of materials. The success of cooperative method in interpersonal script will be determined by the English language ability among students as well as their understanding. Therefore, teacher as a mediator should be mastering the use of cooperative scripts models in order to help students carry out learning in students' speaking achievement. Based on the problems the researcher offer Cooperative Script Method to make a good progress and can increase the

student's achievement in speaking. The researcher choose the method because the aim to improve students speaking and to make students more interested and easy to speak learning. The researcher submitted this research, which is the title of **“The Effect of Applying Cooperative Script Method by Using Brochure and Pamphlet as a Teaching Media on the Students' Achievement in Speaking”**.

B. The Identification of the Study

The problems of this study were related to the following aspects of:

1. The students sometimes understood about the topic or material but they are difficult to share and express their idea to others.
2. The students are still low in vocabulary.
3. The students feel bored because the method and used media was not interest.

C. Scope and Limitation of the Study

The scope of the research was about speaking. And the limitation was teaching advertisement text by using brochure and pamphlet.

D. The Formulation on the Study

In this study, the problem was formulated as follow:

Is there any significance the effect of Applying Cooperative Script Method by Using Brochure and Pamphlet as a Teaching Media on the Students' Achievement in Speaking?

E. The Objective of the Study

Based on the formulation of problems, the objective of research was as follow:

To find out the significant effect of Applying Cooperative Script Method by Using Brochure and Pamphlet as a Teaching Media on the Students' Achievement in Speaking.

F. Significance of the Study

The results of this study were expected to be useful in terms of theoretically and practically, it is described as follows:

1. Theoretically

Hopefully, the findings of this research can open and add new horizons in theories of language learning, and the findings can be used as references for further study.

2. Practically

- a. For the teacher, teacher can choose new alternative in teaching speaking and learning process of speaking by Applying Cooperative Script Method by Using Brochure and Pamphlet as a Teaching Media.
- b. For the students, to add their knowledge of learning through Cooperative Script Method by Using Brochure and Pamphlet as a media and this method can help them easier especially in speaking.
- c. For the researcher, to use the result of this study as a reference a further research in the same interest.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

To conduct a research, any theories related to the study should be stated, classified, clarified and described. To do so, researcher has described few terms are used to limit the scope and avoid ambiguous interpretation between researcher and the reader. The terms used in the study also function as the basic concept on how the researcher will carry on the research. The description of the terms were as following.

1. Description of Speaking

Speaking is the use of language to communicate with others. In speaking there is a process of communication which conveys to message from a speaker to the listener has to interpret the messages which contain information. Speaking is act to produce language basic skill. Teaching speaking by having student repeat sentences and ratite and memorized textbook dialogue supposedly learned to speaking by practicing grammatical structure and then later using them in conversation.

According to Harmer (2001: 269) there necessary element for spoken production in language:

1. Connected speech: in connected speech students in activities design specifically to improve their connected speech.
2. Expressive devices: the use of devices contributes to the ability to convey meanings. Students should be able to deploy at least some of such suprasegmental features and devices the same way if they are to be fully effective communication.
3. Lexis and grammar: students are involved and specific speaking context which certain useful phrases which students can produce at various stage of an interaction.
4. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

In teaching speaking, the teacher is not going to look at controlled language practice where students say a lot of sentences using particular piece of grammar or particular function, both the students activeness. In other words, the students are using any and all the language at their command to perform some kinds of oral task.

1.1 Speaking Activities

The activities of speaking class are as follows (Harmer, 2001:271-274)

- a. Acting from a script.

In this section the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

b. Communication Games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

c. Discussion

The problem in conducting the discussion is the students' reluctant to give opinion in front of their friends. Particularly when the students' are not mastering the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which is familiar with student's world. For instance, are: their daily activity, the situation of their class, and describing.

d. Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

e. Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different

situation, either as themselves or playing the role of someone is quite different. We could ask them to be guest at some parties and go there as different characters. They could, as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students are using language in order to participate in the activity rather than other way round! Some students find it very comfortable to use language in a simulated environment, playing the role of someone else –it allows them to experiment freely to be another people.

1.2 The Problems in Speaking

Brown (2001: 270-271) suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

1.3 The Concept of Teaching Speaking

The good speaking skill will be achieved through a successful speaking activity created in the teaching of speaking. To achieve a successful speaking activity in teaching speaking, teacher should know the type of the classroom speaking performance, rules of teachers, problems in speaking activity, problem solution in speaking activity, and the criteria of successful speaking activity. The following are the detail explanation:

a. The types of Classroom Speaking Performance

Brown (2001: 271-274) state “there are five types of classroom speaking performance”

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

1.4 Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan such as:

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.
2. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually say when they use the target language.
3. Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.
4. Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods

and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

1.5 Factor Influences Speaking Achievement

According to Brown (2003: 172-173) there are several aspects that indicate students' achievement in speaking and this research the achievement speaking will be looked in order to make students score as the following:

a. Fluency

This refers to how good the students are keeping talking at the right speed and how good they are connecting their ideas together. For instance, the ability to combine the sentences can interpret with the fluency.

b. Vocabulary

The word vocabulary is used to indicate that they are list of words, which should be understood in order communicate well. It means whole stock of words used by nation, by any set of person or by an individual.

c. Grammar

Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that would be followed.

d. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicative effect of the students pronunciation.

e. Comprehension

This refers to how good the students understand the meaning of something. The word “comprehension” refers to the ability to make sense of something or to understand something.

Therefore, in order to speak fluently the students need to practice language.

It is reasonable that the more students practice

1.7 How to Give Feedback in Speaking

Harmer (2001: 104-109) says when the performance emphasizes accuracy, it is part of the teacher’s function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work.

- a) Repeating the errors or mistakes made,
- b) Echoing like a precise way of pin-pointing error,
- c) Making statement or question for example “That’s not quite right” and so forth,
- d) Hinting which is a quick way of helping students to activate rules they already know,
- e) Giving a facial expression or gesture indicating there is something wrong with the performance,
- f) Reformulating the sentence. Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the

communication break down during a fluency activity. Second, the teacher can give correction after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

2. Description of Cooperative Script Method

In the research of Rita Panigoro (2015) show that Cooperative script is method of cooperative learning where student study together or in pairs and in oral changed explained or summarized parts of materials. By using cooperative learning the students will enjoy and also the students will study face to face, learning in small groups, productive speak or express their opinion, listening among members, Listening own in a group of friends, make decisions and active students. In other words, the students did not felt nervous again, they began to express their opinion and develop what in her mind. This model is different with other model cooperative. It is using script made easy for students to understand the materials. So the students' skill in speaking will be improved both in terms of fluency, pronunciation, comprehension, grammar, and vocabulary.

Cooperative script is part of cooperative learning by Dansereau C. S. Explain 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 skill, the researcher wants to make student speak fluently, accuracy and good pronunciation..

According to Suprijono (2013, p. 5126) Cooperative script is method of learning where the students study together in pairs and in oral changed explained or summarized parts of materials.

2.1 The Procedures of Cooperative Script.

The teacher should know the procedures that have to do in the classroom. In this case, the researcher used the steps of cooperative script proposed by Asmani (2013:40) are:

- a. The teacher divided the students into pairs.
- b. Teacher discourse or distribute the material for each student to read and make a summary.
- c. Teachers and students determine who first acts as speaker and who acts as a listener.
- d. Speaker read out a summary as possible, to conclude the main ideas in summary. While, the listener listening or correcting or show the main ideas are in complete and help remember or memorize the main ideas by connecting with the previous material or other material.
- e. Exchanging roles, originally as a listener and the speaker exchanged instead. Then do the steps as above.
- f. Students together with the teacher make a conclusion of the activities that have been carried out
- g. The teacher closed the learning process.

2.2 The Advantages of Cooperative Script.

According to Hayardin (2012), the advantages of cooperative script are:

- 1) Through cooperative learning strategies students are not dependent on the teacher but it can add.
- 2) Cooperative learning strategies to develop the ability of an idea or ideas with the word verbally and compare with other peoples' idea.
- 3) Helping children to care for others, and aware of the limitation students and receive all the difference.
- 4) Students more responsible in the learning a powerful effort in developing academic achievement, developing tolerance for others and develop skill.
- 5) Students can solve their own problems.
- 6) Interaction that take place to increase student motivation and give stimulus to think.

2.3 The Disadvantages of Cooperative Script

- 1) Assessment in cooperative learning strategy is based on group work
- 2) Effort in developing a group consciousness requires a fairly long period of time

A number of studies on cooperative script has been consistently found that students who simply make a summary by itself or just read the lesson material, the more interesting students gain improved learning outcomes from activities for students directly participate in their own way of teaching friends of the students just as listener of the material conveyed by teachers in the classroom.

3. Brochure and Pamphlet

In the research of Ainun (2013) show that Brochures and Pamphlet are a thin book especially one giving instructions or details of a service offered, from money, holiday brochures or a small book or magazine containing pictures and information about product or service. Brochures and pamphlets can help the teacher overcome the limitation of the room, time and imagination, making the teaching learning process more enjoyable, helping the teacher make the students have similar perception, experience, stimulus or respond for they have different backgrounds of lives, so the students have more motivation that can improve their speaking ability. Hopefully, brochures and pamphlets as educational media of teaching speaking can help the students to explore their ability in process of speaking.

Sadiman (2007: 17) said that the function of educational media are first, clarified the message in order to it doesn't verbal .Second, overcame limitedness of space, time and senses. For example: the big object could be changed by realty, picture or model and the small objects could be helped by using projector and picture. Third, overcame passive attitude of students and the last, it could stimulate of students and gave the same experience of students.

a. Function of Media in Teaching learning Process

The function of using media is meaningful and clear for the students. Teaching and learning methods are various. The students become more creative to do various activities, for example, creating an interesting learning atmosphere and solving limited space which increase students' motivation. Students develop based

on their interest and speed conveying direct interaction with the environment, and having the same experience.

Smaldino et al(2007: 12) explains five roles of media in learning as follows:

a. Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Elementary teachers in particular are integrating content and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content.

These units provide a rich environment of focus within which learning takes place. A good theme must capture and hold students' attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

b. Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects. Students' ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

c. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

Based on the discussion above the media serve many functions in the teaching and learning process. Media are not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. Therefore, it is clear that media are very useful and really needed for the teaching and learning process.

d. Instructor- directed learning

A common use of media in an instructional situation is for supplemental support of the "live" instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

e. Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. It is clear stated that media are very useful and really needed for the teaching and learning process.

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media those are appropriate to the students in the teaching and learning process. However, the researcher chooses brochure and pamphlet as media in the teaching and learning process. The use of brochure and pamphlet in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher's explanation. Besides, brochure and pamphlet can make students motivated and attracted to the teaching and learning process. It will be discussed in details in the following section.

B. Conceptual Framework

Speaking is one of the most powerful communication means. Basically speaking is the one four basic skills that should be mastered by people to communicate to others. In speaking there are speaker and listener changing information.

In teaching speaking, Cooperative Script Method is able to make a good progress and can increase the students' achievement in speaking because the Cooperative Script Method is the method to encourage students with the creativity and critical thinking, and to make boring and abstract topics more interesting and fun. So the students will be very exciting in learning speaking by this method.

C. Hypothesis

Based on the problem of the study, the hypothesis is formulation as the following:

Ha: There is a significant effect when the students are taught by using Cooperative Script Method.

Ho: There is a no significant effect when the students are taught by using Cooperative Script Method.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted on MTs.Al Mushlihin Binjai, at jl.Kesatria No.34 Binjai. The reason for choosing this school because based on the researcher teaching practice program (PPL), the researcher found that the students had problems in achievement in English learning, especially in speaking and the researcher want to help them by applying Cooperative Script Method by using Brochure and Pamphlet as a Media that easy to do.

B. Population and Sample

1. Population

The population of this research was all the eighth grade of the students MTs.Al Mushlihin Binjai in 2016/2017 academic year which consists of 2 classes they were VIIIA – VIIIB and the VIIIA have 40 students and VIIIB have 40 students, and the total number of students consist of 80 students.

2. Sample

The researcher was used Total Sampling Technique. So, the researcher took total population as sample of this research of the eight grade students of MTs.Al Mushlihin Binjai academic 2016/2017.

Table 3.1
The Population and Sample of the VIII Grade Students of
MTs.AI Mushlih Binjai

NO.	Class	Population	Sample
1.	VIIIA	40	40
2.	VIIIB	40	40
	Total	80 Students	80 Students

C. Research Design

In this research, both group were given the treatment, namely one group is called experimental group whereas the experiment of applying Cooperative Script Method by using Brochure and Pamphlet as a Teaching Media was conducted while the other one called control group learn through the Lecturer Method was used by regular teacher in the school.

Both class were given pre-test and post-test in order to find out whether there is a significance effect between two classes that were taught by Cooperative Script Method by Using Brochure and Pamphlet as a Teaching Media and Lecturer method. Researcher was measured it after both pre-test and post-test results were acquired from both class.

Table 3.2
Research Design for Experimental Group

Group	Pre-test	Treatment	Post-test
Experimental	✓	X	✓
Control	✓	Y	✓

Based on the table 3.2 experimental (X) is the class which by applying Cooperative Script Method by Using Brochure and Pamphlet as a Teaching Media. Control group (Y) is the class which by Lecturer Method.

1. Pre-test

Pre-test is administrated to the sample before doing the treatment. Pre-test was given to experimental. And the experimental group was given oral test that is conversation about Expression asking for, Giving and Response to Opinion by using Brochure and Pamphlet from their own words before the teacher was given them treatment. The function will know the mean score of experimental and control group.

2. Treatment

In teaching speaking, the experimental group was given the treatment applying Cooperative Script method by using Brochure and Pamphlet as a media. The steps of the treatment given as stated below:

Table 3.3
The process of treatment

No	Teacher Activities	Students Activities
1.	Teacher greets the students to open the class	The students greet the teacher.
2.	Teacher distributed the material expression asking, giving and response opinion.	The students pay attention to the teacher explanation.
3	The teacher was given the	The students pay attention to the

	example about the material by using brochure and pamphlet	teacher explanation.
4	The teacher introduced cooperative script method	Students listen to the teacher instruction
5	Teacher divided the students to work in pairs and the teacher was given a brochure or topic of discourse based on learning topic	Students did what the teacher asked.
6	Teacher determine who the first speaker and second speaker	Students listen to the teacher instruction
7	The teacher direct the students when the first speaker states the main ideas while the second speaker/listener will listening/correcting/complement the main ideas incomplete. Then switch role	Students pay attention.
8	The teacher asked them to make conversation about the material by using brochure and pamphlet.	the students discussed about the task that given by the teacher to make conversation about the material.
9	The teacher asked the students to perform in front of class	The students practice in front of class about the material
10	teacher together with the	Students together with the teacher

	students summarize the lesson	summarize the lesson
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3. Post-test

The post-test was given after the treatment. The design of post-test is same as pre-test. It was applied to know the result of method used in both classes, whether there was a change of result from the pre-test to post-test in both classes.

D. The Instrument of Research

To acquire the data, the researcher chosen test as the instrument of the research. Oral test was used the instrument for collecting data which record by researcher to know their fluency, pronounce, comprehension, vocabulary and grammar. The test was taken from Internet about Expression asking for, Giving and Response to Opinion that consist of advertisement text.

Table 3.4
Speaking Assessment

Brown (2001: 406) in scoring the students, there are five components to evaluate speaking achievement namely, vocabulary, comprehension, pronunciation, and grammar.

1. Vocabulary (20)

Level	Explanation
16-20	Very good, rarely, has trouble
11-15	Good, sometimes use in appropriate terms about language
6-10	Fair, frequent use wrong words speech limited to simple vocabulary

1-5	Unsatisfactory, very limited vocabulary and make the comprehension quite difficult
-----	--

2. Comprehension (20)

Level	Explanation
16-20	Very good, few noticeable errors
11-15	Good, occasional grammatical errors do not obscure meaning
6-10	Fair, error of the basic structure meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory, usage definitely, unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure

3. Pronunciation (20)

Level	Explanation
16-20	Very good, understandable
11-15	Good, few noticeable errors
6-10	Fair, error of basic pronunciation
1-5	Unsatisfactory, hard to understand because of sound, accent, pitch, difficulties and incomprehensible

4. Fluency

Level	Explanation
16-20	Very good, Understandable
11-15	Good, speech is generally natural
6-10	Fair, sometime definite stumbling but manage to rephrase and continue
1-5	Unsatisfactory, speed of speech and length of utterances are far below normal long pauses utterances, left finished

5. Grammar

Level	Explanation
16-20	Very good, errors in grammar are quite rare
11-15	Good, control of grammar is good
6-10	Fair, construction quite accurately but does not have through or confident control of grammar
1-5	Unsatisfactory, errors in grammar frequent to speak language

E. Technique for Collecting Data

In collecting the data, some steps were applied as follows:

1. Giving pre-test
2. Giving the treatment
3. Giving the post-test
4. Collecting the students work sheet
5. Scoring

F. The Technique of Data Analysis

The following steps were implemented for analyzing the data:

1. Scoring the students' answer
2. Listing their score in two tables, first for the experimental group score and the second for the control group scores.

3. The calculating was conducted by using T-test as show below, according

Sugiyono:

a. **Coefficient r**, According Sugiyono (2010 : 183-197)

$$R_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n \sum xi^2 - (xi)^2\}\{n \sum yi^2 - (yi)^2\}}}$$

b. **Testing Hypothesis**

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

c. **Determining the percentage of the effect**

$$D = (r_{xy})^2 \times 100\%$$

In which:

S_1 : Standard deviation of experimental group

S_2 : Standard deviation of control group

X_1 : Mean scores of sample experimental group

X_2 : Mean scores of sample control group

N_1 : The amount of sample in experimental group

N_2 : The amount of sample in control group

r : coefficient of r

x : variable of control class

y : variable of experimental class

G. Statistical Hypothesis

In this research, statistical hypothesis will be used to describe whether the hypothesis will be accepted or rejected. The statistical hypothesis formula:

$$H_0 : T - \text{critical} < T - \text{table}$$

$$H_a : T - \text{critical} > T - \text{table}$$

Where :

H_0 : there is no significant effect of Cooperative Script Method on the students' achievement in speaking. (the hypothesis is rejected)

H_a : there is a significant effect of Cooperative Script Method on the students' achievement in speaking. (the hypothesis is accepted)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data was collected by giving oral test to the students. The data collection used five indicators in assessing speaking, that were vocabulary, comprehension, pronunciation, fluency and grammar. In this research, the sample was divided into two groups, the experimental group and control group. Each groups was given a pre-test and post-test. In the following table was the score of pre-test and post-test the two groups, experimental and control group.

Table 4.1
The score of pre-test in experimental group

No	Students' Initial	Assessment					Total Score
		vocab	compre	pronun	fluency	gram	
1	AHMN	15	14	14	14	12	69
2	AH	11	13	10	11	11	56
3	AP	11	12	10	11	11	55
4	DAA	16	13	13	14	15	71
5	DAP	11	14	14	14	12	65
6	D	14	12	9	11	11	57
7	DM	12	10	9	11	12	54
8	DNA	13	14	13	14	11	64
9	DAZ	15	14	14	14	13	70
10	DA	12	12	13	15	13	65
11	EF	16	12	10	11	15	64
12	E	16	15	14	16	15	75
13	FS	12	14	14	15	13	68
14	GIR	15	14	13	15	14	71
15	GJ	11	12	10	12	12	57
16	IDS	14	11	9	10	11	55
17	IA	15	13	12	14	14	68
18	JYBS	16	16	15	16	15	78

19	KAM	13	14	12	14	12	65
20	MAP	12	12	11	12	12	59
21	MFA	15	13	11	13	14	66
22	MAQ	16	14	13	13	15	71
23	NPAK	14	12	9	11	12	58
24	PDK	16	15	14	15	15	75
25	PNA	12	12	11	13	12	60
26	RS	17	12	11	13	15	68
27	RA	12	12	10	11	10	55
28	RBP	11	12	9	11	12	55
29	R	15	14	13	13	14	69
30	RR	11	12	12	14	12	61
31	S	13	13	10	12	12	60
32	SA	14	13	12	13	12	64
33	SF	12	14	11	13	10	60
34	SS	15	12	10	11	10	58
35	SW	14	12	11	11	12	60
36	SP	14	14	13	14	12	67
37	SND	12	13	12	14	12	63
38	WM	13	13	10	13	12	62
39	W	14	14	13	13	12	65
40	WS	16	11	9	12	15	63
Total							2546

Based on the data in the samples' scores above, the lowest score in the pre-test was 54 because in vocabulary was 11, comprehension score was 10, pronunciation score was 9, fluency score was 10 and grammar score was 10. The highest one was 78 because in vocabulary score was 16, comprehension was 16, pronunciation score was 15, fluency score was 16, and grammar score was 15. In this research, the researcher found that 5 indicators of speaking most of students have difficulties especially in comprehension, pronunciation, grammar. When students performed oral test in the classroom were still a lot of mistakes in pronunciation, it have relationship with fluency so they got score lowest and the students sometimes pronounced the words in a sentence like in written words,

because of that, their pronounced was difficult to be understood. The comprehension also less because of limited or low of vocabulary, arranging word and the students did not comprehend in their expression. The students' difficulties were caused they felt difficult to express their ideas or not interest in learning English so they seldom to practice.

Table 4.2
The score of Post-test in Experimental Group

No	Students' Initial	Assessment					Total Score
		vocab	compre	pronun	fluency	Gram	
1	AHMN	20	17	15	17	18	87
2	AH	17	16	16	17	16	82
3	AP	17	15	14	16	16	78
4	DAA	20	17	15	17	18	87
5	DAP	17	17	16	16	17	83
6	D	20	16	15	16	17	84
7	DM	17	15	12	16	16	76
8	DNA	18	17	17	18	17	87
9	DAZ	20	18	16	18	18	90
10	DA	18	15	14	15	18	80
11	EF	20	14	14	15	17	80
12	E	20	18	16	18	18	90
13	FS	18	17	16	17	18	86
14	GIR	20	17	16	18	18	89
15	GJ	17	16	15	15	16	78
16	IDS	19	16	13	13	16	77
17	IA	20	17	16	18	18	89
18	JYBS	20	19	18	19	18	94
19	KAM	17	15	15	16	17	80
20	MAP	17	15	13	16	16	77
21	MFA	20	17	16	17	16	86
22	MAQ	20	17	16	17	17	87
23	NPAK	19	16	14	15	18	82
24	PDK	20	19	18	18	18	93
25	PNA	17	16	14	15	17	79
26	RS	20	17	16	16	18	87
27	RA	17	16	15	16	17	81
28	RBP	17	16	14	15	16	78

29	R	20	16	16	16	17	85
30	RR	17	15	13	15	17	77
31	S	17	14	13	15	17	76
32	SA	19	18	16	17	18	88
33	SF	17	17	16	17	17	84
34	SS	19	16	13	13	16	77
35	SW	18	17	15	16	16	82
36	SP	20	18	17	17	17	89
37	SND	17	16	15	16	17	81
38	WM	17	14	13	16	16	76
39	W	17	16	15	16	16	80
40	WS	20	15	14	16	18	83
Total							3325

Based on the data in the table samples' score above, the lowest score in post-test was 76 and the highest one was 94. In post-test it was any significant effect of applying cooperative script method by using brochure and pamphlet as a teaching media on the students. It can be seen from the differences between lowest score in five indicators. In pre-test the lowest score in vocabulary was 11, comprehension score was 10, pronunciation score was 9, fluency score was 10 and grammar score was 10. In post-test the lowest score in in vocabulary was 17, comprehension score was 14, pronunciation score was 12, fluency score was 13 and grammar score was 16. In vocabulary they were added many new vocabularies so it's get better score than the pre-test and their behavior when the researcher did the treatment they were more active as they were not afraid to asked to the researcher, express their ideas was good and they also actively opened the dictionary because they felt interesting in learning English especially about expression asking and giving opinion. In the pronunciation also the students pay attention to the intonation and sound. By applying cooperative script method

by using brochure and pamphlet as a teaching media it can motivated the students to be confident and easy to learn and practice in speaking.

Table 4.3
The result of the pre-test and post-test in experimental group

No	Students' initial	Scores	
		Pre-test	Post-test
1	AHMN	69	87
2	AH	56	82
3	AP	55	78
4	DAA	71	87
5	DAP	65	83
6	D	57	84
7	DM	54	76
8	DNA	64	87
9	DAZ	70	90
10	DA	65	80
11	EF	64	80
12	E	75	90
13	FS	68	86
14	GIR	71	89
15	GJ	57	78
16	IDS	55	77
17	IA	68	89
18	JYBS	78	94
19	KAM	65	80
20	MAP	59	77
21	MFA	66	86
22	MAQ	71	87
23	NPAK	58	82
24	PDK	75	93
25	PNA	60	79
26	RS	68	87
27	RA	55	81
28	RBP	55	78
29	R	69	85
30	RR	61	77
31	S	60	76
32	SA	64	88
33	SF	60	84
34	SS	58	77
35	SW	60	82

36	SP	67	89
37	SND	63	81
38	WM	62	76
39	W	65	80
40	WS	63	83
Total		2546	3325
Mean		63.65	83.125

The data in the table above showed that the lowest score of the pre-test in experimental class was 54 while the highest scores was 78 with the total scores of pre-test was 2546 for the scores of post-test in experimental class showed that the lowest scores was 76 while the highest scores was 94 with the total scores of post-test was 3325

Table 4.4
The score of pre-test in control group

No	Students' Initial	Assessment					Total Score
		vocab	compre	pronun	fluency	gram	
1	AP	13	12	11	11	11	58
2	ADL	15	13	14	15	10	66
3	ADN	12	10	8	9	12	51
4	AFA	11	11	8	9	11	50
5	A	11	12	12	12	11	58
6	AAA	12	13	13	14	11	63
7	CN	14	11	10	12	12	61
8	DSS	13	13	14	14	11	64
9	FF	14	12	12	12	11	61
10	FH	15	13	11	12	12	63
11	HP	12	12	12	13	12	61
12	HRAM	15	13	10	11	11	60
13	IK	13	13	13	14	11	65
14	JFAG	15	11	12	12	12	63
15	MFEE	17	15	14	14	14	74
16	MFPB	14	14	13	14	10	65
17	MIR	13	12	11	12	12	60
18	MIA	13	14	11	13	12	63
19	MIF	11	11	10	11	12	55

20	MRA	11	12	11	12	11	57
21	MRP	13	10	10	11	10	54
22	MH	12	12	11	12	10	57
23	MFS	13	11	9	9	10	52
24	MP	15	11	10	10	12	58
25	MM	13	12	12	12	12	61
26	MRR	14	13	13	14	11	65
27	MERL	14	12	11	12	10	59
28	NAN	14	11	9	10	11	55
29	NR	13	13	13	14	10	64
30	N	16	12	14	14	9	65
31	NA	14	11	12	12	12	61
32	RDC	12	12	12	13	10	59
33	RES	15	13	11	13	12	64
34	RV	11	12	10	10	11	54
35	RDP	13	10	9	10	10	52
36	RFAN	13	10	11	12	11	57
37	SA	13	13	10	13	11	60
38	SRA	12	12	12	13	12	60
39	SMP	14	13	12	13	12	64
40	WAS	16	16	14	15	14	75
Total							2414

Based on the data in the table samples' scores above the lowest score in the pre-test was 50 because in vocabulary was , comprehension score was 10, pronunciation score was 8, fluency score was 9 and grammar score was 9. The highest one was 75 because in vocabulary score was 16, comprehension was 16, pronunciation score was 14, fluency score was 15 and grammar score was 14. In this research, the researcher found that 5 indicators of speaking most of students have difficulties especially in pronunciation, fluency and grammar. When students performed oral test in the classroom were still a lot of mistakes in pronunciation, it have relationship with fluency so they got score lowest and the students sometimes pronounced the words in a sentence like in written words, because of that, their pronounced was difficult to be understood. The students made mistaken

for their grammar because many of students made error in arranging and order of words. The comprehension also less because of limited or low of vocabulary, arranging word and the students did not comprehend in their expression. The students' difficulties were caused they felt difficult to express their ideas or not interest in learning English so they seldom to practice.

Table 4.5
The score of Post-test in control group

No	Students' Initial	Assessment					Total Score
		vocab	compre	pronun	fluency	gram	
1	AP	17	16	16	17	14	80
2	ADL	18	17	16	16	15	82
3	ADN	15	13	12	13	12	65
4	AFA	17	14	14	15	16	76
5	A	17	17	16	18	16	84
6	AAA	17	15	15	17	13	77
7	CN	17	14	14	15	15	75
8	DSS	18	17	16	16	16	83
9	FF	18	16	14	15	14	77
10	FH	18	15	14	15	16	78
11	HP	19	18	16	17	14	84
12	HRAM	18	16	15	16	15	80
13	IK	18	17	17	17	16	85
14	JFAG	18	16	16	17	15	82
15	MFEF	20	19	18	18	17	92
16	MFPB	19	17	17	17	15	83
17	MIR	18	15	14	16	15	78
18	MIA	19	16	15	16	14	80
19	MIF	15	14	13	14	12	68
20	MRA	17	14	15	15	16	77
21	MRP	15	14	13	14	14	70
22	MH	16	15	13	14	13	71
23	MFS	16	16	14	16	15	77
24	MP	18	14	12	13	15	72
25	MM	18	16	16	16	15	81
26	MRR	18	17	16	17	15	83
27	MERL	19	13	14	14	15	75
28	NAN	18	15	15	16	15	79

29	NR	16	16	16	18	15	81
30	N	18	16	15	16	15	80
31	NA	17	14	15	16	14	76
32	RDC	16	15	16	16	13	76
33	RES	18	16	15	16	15	80
34	RV	17	15	14	16	16	78
35	RDP	15	15	12	13	15	70
36	RFAN	16	15	14	15	15	75
37	SA	17	16	14	15	16	78
38	SRA	17	15	15	16	14	77
39	SMP	18	17	17	17	16	84
40	WAS	20	18	18	18	17	91
Total							3140

Based on the data in the table samples' scores above, the lowest score in the post-test was 65 and the highest one was 92. The researcher provides treatment applying lecturer method and in post-test they got more score that score of pre-test. It can be seen from the differences between lowest score in five indicators. In pre-test the lowest score in vocabulary was 11, comprehension score was 10, pronunciation score was 8, fluency score was 9 and grammar score was 9. In post-test the lowest score in vocabulary score was 16, comprehension was 16, pronunciation score was 14, fluency score was 15 and grammar score was 14. They added a lot of new vocabularies in the material and they were active in the treatment and want to open the dictionary. In addition the scores in their pronunciation also better than the pre-test but some students are still a lot of mistakes in pronunciation when speaking in front of the class. The scores in grammar and comprehension they were also better but experimental group more active than control group and the results of experimental group were also larger than control group.

Table 4.6
The result of the pre-test and post-test in control group

No	Students' initial	Scores	
		Pre-test	Post-test
1	AP	58	80
2	ADL	66	82
3	AFN	51	65
4	AFA	50	76
5	A	58	84
6	AAA	63	77
7	CN	61	75
8	DSS	64	83
9	FF	61	77
10	FH	63	78
11	HP	61	84
12	HRAM	60	80
13	IK	65	85
14	JFAG	63	82
15	MFEE	74	92
16	MFPB	65	83
17	MIR	60	78
18	MIA	63	80
19	MIF	55	68
20	MRA	57	77
21	MRP	54	70
22	MH	57	71
23	MFS	52	77
24	MP	58	72
25	MM	61	81
26	MRR	65	83
27	MERL	59	75
28	NAN	55	79
29	NR	64	81
30	N	65	80
31	NA	61	76
32	RDC	59	76
33	RES	64	80
34	RV	54	78
35	RDP	52	70
36	RFAN	57	75
37	SA	60	78
38	SRA	60	77
39	SMP	64	84
40	WAS	75	91

Total		2414	3140
Mean		60.35	78.5

The data in the table above showed that the lowest score of the pre-test in control class was 50 while the highest scores was 75 with the total scores of pre-test was 2414 for the scores of post-test in control class showed that the lowest scores was 65 while the highest scores was 92 with the total scores of post-test was 3140.

B. Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was analyzed the data by measuring the mean score of experimental and control group. From The result of the test in the table 4.3 and 4.6 the data was collected to find out whether the effect of applying cooperative script method by using brochure and pamphlet as a teaching media on the students' achievement in speaking. The collected data were analysis by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 94, and the test in control group the highest score of the post-test was 92. By firstly finding out the standard deviation of the post-test between experimental and control group by using the formulas:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)} \quad \text{(for experimental group)}$$

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)} \quad \text{(for control group)}$$

In calculating standard deviation, the table of the score should be changed into the table of calculating of standard deviation. It can be seen in table 4.7 below.

Table 4.7
The calculation table of standard deviation

No	X_1	X_2	X_1^2	X_2^2
1	87	80	7569	6400
2	82	82	6724	6724
3	78	65	6084	4225
4	87	76	7569	5776
5	83	84	6889	7056
6	84	77	7056	5929
7	76	75	5776	5625
8	87	83	7569	6889
9	90	77	8100	5929
10	80	78	6400	6084
11	80	84	6400	7056
12	90	80	8100	6400
13	86	85	7396	7225
14	89	82	7921	6724
15	78	92	6084	8465
16	77	83	59929	6889
17	89	78	7921	6084
18	94	80	8836	6400
19	80	68	6400	4624
20	77	77	5929	5929
21	86	70	7396	4900
22	87	71	7569	5041
23	82	77	6724	5929
24	93	72	8649	5184
25	79	81	6241	6561
26	87	83	7569	6889
27	81	75	6400	5625
28	78	79	7569	6241
29	85	81	7225	6561
30	77	80	5929	6400

31	76	76	5776	5776
32	88	76	7744	5776
33	84	80	7056	6400
34	77	78	5929	6084
35	82	70	6724	4900
36	89	75	7921	5625
37	81	78	6561	6084
38	76	77	5776	5929
39	80	84	6400	7056
40	83	91	6889	8281
Total	$\sum X_1 = 3325$	$\sum X_2 = 3140$	$\sum X_1^2 = 277375$	$\sum X_2^2 = 247674$

NOTES:

X_1 = post- test (experimental group)

X_2 = post- test (control group)

X_1^2 = quadrate of post test (experimental group)

X_2^2 = quadrate of post test (control group)

$\sum X_1$ = total of value in post-test (experimental group)

$\sum X_2$ = total of value in post-test (control group)

$\sum X_1^2$ = total of quadrate in post-test (experimental group)

$\sum X_2^2$ = total of quadrate in post-test (control group)

Based on the table previously, the calculation of standard deviation was as below

For experimental group:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}$$

$$S_2^2 = \frac{40(277375) - (3325)^2}{40(39)}$$

$$S_2^2 = \frac{11095000 - 11055625}{1560}$$

$$S_2^2 = \frac{39375}{1560}$$

$$S_2^2 = 25.24$$

For control group:

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{40(247674) - (3140)^2}{40(39)}$$

$$S_2^2 = \frac{9906960 - 9859600}{1560}$$

$$S_2^2 = \frac{47360}{1560}$$

$$S_2^2 = 30.35$$

Table 4.8
The calculation table

NO	X	Y	$X_i (X - \bar{X})$	$Y_i (Y - \bar{Y})$	X_i^2	Y_i^2	$X_i Y_i$
1	76	65	-7.125	-13.5	50.76	182.25	96.1875
2	76	68	-7.125	-10.5	50.76	110.25	74.8125
3	76	70	-7.125	-8.5	50.76	72.25	60.5625
4	77	70	-6.125	-8.5	37.51	72.25	52.0625
5	77	71	-6.125	-7.5	37.51	56.25	45.9375
6	77	72	-6.125	-6.5	37.51	42.25	39.8125
7	77	75	-6.125	-3.5	37.51	12.25	21.4375
8	78	75	-5.125	-3.5	26.36	12.25	17.9375
9	78	75	-5.125	-3.5	26.36	12.25	17.9375
10	78	76	-5.125	-2.5	26.36	6.25	12.8125
11	79	76	-4.125	-2.5	17.01	6.25	10.3125
12	80	76	-3.125	-2.5	9.76	6.25	7.8125
13	80	77	-3.125	-1.5	9.76	2.25	4.6875
14	80	77	-3.125	-1.5	9.76	2.25	4.6875
15	80	77	-3.125	-1.5	9.76	2.25	4.6875

16	81	77	-2.125	-1.5	4.51	2.25	3.1875
17	81	77	-2.125	-1.5	4.51	2.25	3.1875
18	82	78	-1.125	-0.5	1.26	0.25	0.5625
19	82	78	-1.125	-0.5	1.26	0.25	0.5625
20	82	78	-1.125	-0.5	1.26	0.25	0.5625
21	83	78	-0.125	-0.5	0.01	0.25	0.0625
22	83	79	-0.125	0.5	0.01	0.25	-0.0625
23	84	80	0.875	1.5	0.76	2.25	1.3125
24	84	80	0.875	1.5	0.76	2.25	1.3125
25	85	80	1.875	1.5	3.51	2.25	2.8125
26	86	80	2.875	1.5	8.26	2.25	4.3125
27	86	80	2.875	1.5	8.26	2.25	4.3125
28	87	81	3.875	2.5	15.01	6.25	9.6875
29	87	81	3.875	2.5	15.01	6.25	9.6875
30	87	82	3.875	3.5	15.01	12.25	13.5625
31	87	82	3.875	3.5	15.01	12.25	13.5625
32	87	83	3.875	4.5	15.01	20.25	17.4375
33	88	83	4.875	4.5	23.76	20.25	21.9375
34	89	83	5.875	4.5	34.51	20.25	26.4375
35	89	84	5.875	5.5	34.51	30.25	32.3125
36	89	84	5.875	5.5	34.51	30.25	32.3125
37	90	84	6.875	5.5	47.26	30.25	37.8125
38	90	85	6.875	6.5	47.26	42.25	44.6875
39	93	91	9.875	12.5	97.51	156.25	123.438
40	94	92	10.875	13.5	118.26	182.25	146.813
Total	$\sum X$ 3325	$\sum Y$ 3140	$\sum X_i =$ 0	$\sum X_y =$ 0	$\sum X_i^2 =$ 984.45	$\sum Y_i^2 =$ 1184	$\sum xiyi =$ 1023.5
Average	83.1 25	78.5					

Based on calculation scores of experimental and control group, it showed that the Sum of calculation table in experimental group was $\sum X = 3325$, $\sum X_i=0$, $\sum X_i^2= 984.45$, $\sum Y_i^2= 1184$ and the result of $\sum xiyi = 1023.5$. The table 4.8

previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implating to find out the t-observed value both groups as the basic to test hypothesis of this research.

a. Coeficient r

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$$R_{xy} = \frac{40 (1023,5) - (0)(0)}{\sqrt{\{40 (984,45) - (0)^2\} \{40(1184) - (0)^2\}}}$$

$$R_{xy} = \frac{40940 - 0}{\sqrt{\{(39378) - (0)^2\} \{(43760) - (0)^2\}}}$$

$$R_{xy} = \frac{40940}{\sqrt{\{39378 - (0)\} \{43760 - (0)\}}}$$

$$R_{xy} = \frac{40940}{\sqrt{(39378)(43760)}}$$

$$R_{xy} = \frac{40940}{\sqrt{(1723181280)}}$$

$$R_{xy} = \frac{40940}{41511,21}$$

$$R_{xy} = 0.98$$

b. Testing hypothesis

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{83,125 - 78,5}{\sqrt{\frac{25,24}{40} + \frac{30,35}{40} - 2(0,98) \left(\frac{5,02}{\sqrt{40}}\right) \left(\frac{5,50}{\sqrt{40}}\right)}}$$

$$t = \frac{4,625}{\sqrt{\frac{55,59}{40} - (1,96) \left(\frac{5,02}{6,32}\right) \left(\frac{5,50}{6,32}\right)}}$$

$$t = \frac{4,625}{\sqrt{(1,389) - (1,96) (0,79)(0,87)}}$$

$$t = \frac{4,625}{\sqrt{(1,389) - (1,96) (0,691)}}$$

$$t = \frac{4,625}{\sqrt{(1,389) - (1,354)}}$$

$$t = \frac{4,625}{\sqrt{0,034}}$$

$$t = \frac{4,625}{0,186}$$

$$t = 24.8$$

C. Determining the percentage of the effect

$$\begin{aligned} D &= (r_{xy})^2 \times 100\% \\ &= (0.98)^2 \times 100\% \\ &= (0,9604) \times 100\% \\ &= 96.04\% \end{aligned}$$

It means that the effect of applying Cooperative Script Method by using Brochure and Pamphlet as teaching media on the students' achievement in speaking was 96.04%. Based on calculation of t-test, it was found that t-test was 24,8 and based on the level of significant of 5% with the degree of freedom (df) $78(n_1 + n_2 - 2)$, t- table was 1,664. The conclusion, was because $t_{observer} > t_{table}$ or $24.8 > 1.664$. So H_o is rejected. It means that H_a or there is a significant effect of applying Cooperative Script Method by using Brochure and Pamphlet as teaching media on the students' achievement in speaking.

D. Finding

The findings of the research were described as following :

1. The t_o value was greater than t_t in which t_o was 24.8 and t_t was 1.664 ($24.8 > 1.664$).
2. The null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant effect of applying Cooperative Script Method by using Brochure and Pamphlet as teaching media on the students' achievement in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in Chapter IV, the conclusion can be drawn as following:

1. Based on the result of the pre-test and post-test researcher found there was any significant effect of applying cooperative script method by using brochure and pamphlet as a teaching media on the students' achievement in speaking, which was proven from the result of the test $t_{observed} > t_{table}$ or $24.8 > 1.664$. The fact hypothesis H_a was accepted and H_o was rejected.

B. Suggestions

In relation to the conclusion above, suggestions are put forward as follows:

First, for the English teacher can applying cooperative script method by using brochure and pamphlet as a teaching media in learning process, so the students can be enjoyable and fun a way, and often invite that the students to speak English during teaching learning, so the students can practice speaking and improve their pronounce. Second, for the students, they should study harder to improve their achievement in speaking. Practice to speak with someone is very important. The students should practice their English in daily conversation especially in asking, giving, and response opinion not only at school but also in their environment.

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APPENDIX

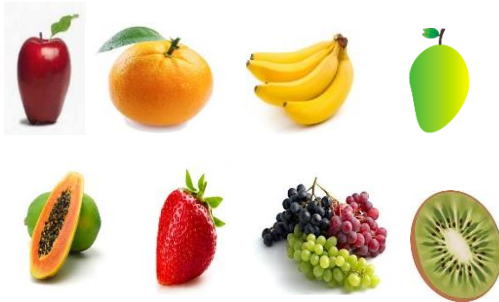
Experimental Group

Names :

Class :

TEST ITEM

Work in pairs. Choose one of the following topics. Please make a dialogue consist of asking, giving, and response opinion expression!



HEALTHIES FRUITS



SMARTPHONES

APPENDIX

Control Group

Names :

Class :

TEST ITEM

Work in pairs. Choose one of the following topics. Please make a dialogue consist of asking, giving, and response opinion expression!



HEALTHIES FRUITS

SMARTPHONES

LESSON PLAN

(Experimental Group)

School	: MTs. Al-Mushlihin Binjai
Subject	: English
Class / Semester	: VIII/I
Time Allocation	: 2 x 40 minute

A. Core Competence

To understand the meaning in a simple transactional and interpersonal conversation to have an interaction with others in surrounding area.

B. Basic Competence

To respond the meaning in simple transactional (to get things done) and interpersonal (socialize) conversation accurately, fluently, and with intonation to have interaction with the surrounding that involves speech of : asking, giving, refusing help; asking, giving, refusing things; admitting, denying facts; and asking, giving opinion.

C. Indicators

1. To identifying expression ask for, giving and response opinion
2. To understand how to express ask for, giving and response opinion

D. Learning Objective

At the end of the lesson students are expected to be able to:

1. To identifying expression ask for, giving and response opinion
2. To understand how to express ask for, giving and response opinion

- The character of students expected to :
 1. Trustworthiness
 2. Respect
 3. Diligence

E. Learning Material

Expression Asking, Giving and Response Opinion

Asking for opinion:

- Do you have any idea?
- Do you have any opinion on.....
- Would you give me your opinion on.....?
- What is your opinion about.....?
- What are you feeling about....?
- How do you feel about.....?
- What are your views on....?

Giving opinion

- I think I like it
- I personally consider...
- I personally think/feel
- I think it's good/nice....
- I think.....
- In my opinion.....
- I guess

Response to opinion

- You are right
- It is true
- That's a good point

F. Teaching Method

Cooperative Script Method by using Brochure and Pamphlet as a Teaching Media

G. Learning Activity

Activities	Description of activity	Time allocation
1. beginning	<ul style="list-style-type: none"> • Greeting • Checking the students attendance list • Teacher convey the objectives of learning 	10
2. core activity	<p>Exploration</p> <ul style="list-style-type: none"> • Teacher distribute the material expression asking, giving and response opinion • Teacher give the example about the material by using Brochure and pamphlet • The teacher ask the students, whether the students will already understand or not • Informating Cooperative Script Method <p>Elaboration</p> <ul style="list-style-type: none"> • Teacher divided the students to work in pairs • Teacher give a brochure or topic of discourse based on learning topic 	60

	<ul style="list-style-type: none"> • Teacher determine who the first speaker and second speaker. • The teacher direct the students when the first speaker states the main ideas while the second speaker/listener will listening/correcting/complement the main ideas incomplete. Then switch role • the students discussed about the task that give by the teacher to make conversation about expression asking and giving opinion by using brochure and pamphlet <p>Confirmation</p> <ul style="list-style-type: none"> • The students practice in front of class about the material expression asking and giving opinion. teacher give chance to the students to ask about the material that they did not understand • the give the reinforcement about the material 	
3. closing	<ul style="list-style-type: none"> • teacher together with the students summarize the lesson • teacher inform to the students about the material that will be learned in the next meeting 	10

	<ul style="list-style-type: none"> • closing the meeting by pray and salam 	
--	---	--

H. Learning Sources

Sources : Internet

Media : Brochure and Pamphlet

Form : Oral test

I. Assessment

No	Name	Score				
		Pronunciation (1-20)	Comprehension (1-20)	Grammar (1-20)	Vocab (1-20)	Fluency (1-20)
1.						
2.						
3.						

Binjai, februari 2017

known by:

English Teacher

Researcher

(TANTI DWI UTAMI S.Pd)

(NESYA NABILA)
NPM:1302050349

Headmaster of MTs Al-Mushlihin Binjai

(TAUFIQUL ARHAMSYAH, S.Ag)
NUPTK : 7160751653200013

LESSON PLAN

(Control Group)

School : MTs. Al-Mushlihin Binjai
Subject : English
Class / Semester : VIII/I
Time Allocation : 2 x 40 menit

A. Core Competence

To understand the meaning in a simple transactional and interpersonal conversation to have an interaction with others in surrounding area.

B. Basic Competence

To respond the meaning in simple transactional (to get things done) and interpersonal (socialize) conversation accurately, fluently, and with intonation to have interaction with the surrounding that involves speech of : asking, giving, refusing help; asking, giving, refusing things; admitting, denying facts; and asking, giving opinion.

C. Indicators

1. To identifying expression ask for, giving and response opinion
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D. Learning Objective

At the end of the lesson students are expected to be able to:

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2. To understand how to express ask for, giving and response opinion

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 2. Respect
 3. Diligence

E. Learning Material

Expression Asking for, Giving and Response Opinion

Asking for opinion:

- Do you have any idea?
- Do you have any opinion on.....
- Would you give me your opinion on.....?
- What is your opinion about.....?
- What are you feeling about....?
- How do you feel about.....?
- What are your views on....?

Giving opinion

- I think I like it
- I personally consider...
- I personally think/feel
- I think it's good/nice....
- I think.....
- In my opinion.....
- I guess

Response to opinion

- You are right
- It is true
- That's a good point

F. Teaching Method

Lecturing method

G. Learning Activity

Activities	Description of activity	Time allocation
1. beginning	<ul style="list-style-type: none">• Greeting• Checking the students attendance list• Teacher convey the objectives of learning	10
2. core activity	<p>Exploration</p> <ul style="list-style-type: none">• Teacher distributed the material expression asking, giving and response opinion and gave the example• The teacher ask the students, whether the students will already understand or not <p>Elaboration</p> <ul style="list-style-type: none">• Teacher divided the students to work in pairs• Teacher asked them to make conversation about expression asking, giving, and response opinion based on the topic.• the students discussed about the task that	60

	<p>given by the teacher to make conversation about expression asking and giving opinion</p> <p>Confirmation</p> <ul style="list-style-type: none"> • the students practice in front of class about the material expression asking and giving opinion • teacher give chance to the students to ask about the material that they did not understand • the give the reinforcement about the material 	
3. closing	<ul style="list-style-type: none"> • teacher together with the students summarize the lesson • teacher inform to the students about the material that will be learned in the next meeting • closing the meeting by pray and salam. 	10

H. Learning Sources

Sources: Internet

Media: Brochure and Pamphlet

Form : Oral test

I. Assessment

No	Name	Score				
		Pronunciation 1-20	Comprehension 1-20	Grammar 1-20	Vocab 1-20	Fluency 1-20
1.						
2.						
3.						

Binjai, Februari 2017

known by:

English Teacher

Researcher

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The Researcher

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