

CHAPTER I INTRODUCTION

A. The Background of the Study

As English becomes an accepted international language, we as Indonesian people also need to learn English. Many countries make English as their second language because English is the key to the international relationship in technology and commerce. As we know technology and commerce play an important role in every country. This fact is enough for us to learn English. We as one of the countries who use English as a foreign language need to surpass ourselves to learn English so that we can keep up with other countries.

In international relationships, spoken English is very important in order to communicate. We communicate mostly in spoken than written. For most people the ability to speak a language is synonymous with knowing that language since speech is the most basic need of human communication (Celce-Murcia, 2001).

In learning English, speaking skills is a priority for many ESL and EFL learners. EFL or ESL learners are usually judged on their speaking abilities at first glance. In order to make an effective teaching learning process, the teachers of EFL learners need to find out the way to make them easier enhancing their speaking skills. Learning focus on “how to make students learn” not “what is student learned” (Hamzah B. Uno, 2007: 2-3).

The problem of the eleventh graders of ERIA senior high school was they found English so unfamiliar. They were afraid to speak English. They took a long time to pronounce every single word in English and their pronunciation were

really poor. They also lacked of vocabularies. They said their tongue was not used to speak English, because they were rarely hear and practice English language. They were also not confident to speak English in front of their teachers and friends. The percentage of the eleventh graders' achievement on English subject is shown on the table below.

Table. 1. 1 The percentage of the eleventh graders' achievement on English subject

1st Semester	>75	≥75	<75
XI-I IPA	20%	30%	50%
XI-II IPA	20%	30%	50%
XI-III IPA	18%	19%	63%
XI-IV IPA	15%	10%	75%
XI-V IPA	17%	13%	70%
XI-VI IPS	18%	10%	72%

From the previous data, it could be concluded that the students' achievement on English subject was still low. Most of the students couldn't reach the minimum standard competence (KKM). It was obvious that the students' speaking skill must be low too.

Learning model is a whole series of presentation of teaching materials covering all aspects 'before', 'when' and 'after' the study is being conducted of teachers and all related facilities used directly or indirectly in the learning process (Istarani, 2012, 1). One of learning model that Istarani mention on her book is cooperative script.

In cooperative script model, students work in pair. Cooperative script model is one of cooperative learning model. Cooperative learning is when students work together to achieve specific goals (Gomleksize, 2007). Research

findings suggest that group work technique helps students learn better and improves their achievement (Meteetham, 2001; Gomleksize, 2007; Al-Sheddi, 2009; Hendry et al., 2005). More recently, Brown (2008) argued that group work teaches learners to respect the learning pace of other learners in the group and improve their English language skills. In cooperative script model, students not only practice their English, they also can practice their listening as well as their understanding. Students is given a script and then they will try to take the main idea from the script. Then, they take turns to speak and listen. While speaking and listening, the students also can correct each other mistakes. This way students will be familiar with English, because they listen to English frequently. Istarani (2011: 15) states that there are a few steps of cooperative script model :

- (1) teachers pair up the students,
- (2) teachers distribute the scripts to the students to be read and summerized,
- (3) teachers decide which student will take turn first to speak up,
- (4) student reads the summary out loud as complete as possible, by mentioning the main ideas in the summary, while the other students listen to them and try to correct the wrong idea,
- (5) exchange turn, the listener take turn as a speaker, and so on,
- (6) with teacher, students make a conclusion.

From the explanation above, we can see that cooperative script model is suitable for enhancing speaking achievement because cooperative script model suppress the students to express their idea orally. And not only this, the students who are shy to speak in front of the class also become more confident with their own ability to speak up their ideas because they already got used to speak to their partners. The writers hope that cooperative script model can be utilized by the

teachers to improve their teaching-learning process so that their students can improve their speaking skill.

B. The Problem of the Study

Based on the background above it is necessary to formulate the problem of this research as the following:

Does cooperative script model significantly affect the students' achievement in speaking?

C. The Objective of the Study

Based on the research statement, this particular study aimed at finding out: Cooperative script model significantly affects the students' achievement in speaking.

D. The Scope of the study

The scope of this study is limited only to know the effect of cooperative script model on enhancing speaking achievement of the students of ERIA Senior High School Medan.

E. The significant of the study

The findings of the study are expected to be theoretically and practically significant.

Theoretical significance :

- a) to give a lot of positive contribution to the improvement of teachers professionalism and the educational institutions and other researcher who want to discover cooperative learning strategies.
- b) to be the input for the teachers and educational institutions in considering the students' needs.
- c) to enrich the knowledge specifically related to English teaching model in Senior High School.

Practical significance :

- a) to assist the English teachers in their attempts to improve students' achievement on speaking competence and make cooperative script model as one of alternative model of learning when they teach speaking.
- b) to help the students to meet the standard based on curriculum and
- c) to help the students and teachers enjoy the atmosphere of teaching learning process in speaking class.