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Using Cooperative Script Learning in Teaching Listening for physiotherapy study program Students of Second Semester in STIKes Ngudia Husada Madura

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ABSTRACT

Cooperative Script is the cooperative learning method in which students work in pairs and verbally summarize the parts of the material learned in the classroom. The purpose of the study is to find out the student's response toward using Cooperative Script Learning in teaching listening. In this study, the researcher using descriptive qualitative, and the population was taken from the second-semester physiotherapy program study health students consist of eleven students. To obtain the data, then the researcher applied the following method: Observation sheet, Interview sheet, Questionnaire sheet, and Documentation sheet. The lecturer used a Cooperative script in teaching listening at twice a meeting. For the once, it needed 90 minutes. It was done by teaching listening in some aspects by materials spoof. The student asked how to did it. Then the lecturer asked for the student to practice with their partner by using Part of Body Cavities Text. If students did not understand, the lecturer replied anymore until the students understood truly. Similar research is expected to be conducted in different area and population

Key Words: *Cooperative Script Learning, Teaching Listening*

Introduction

In this era, the development of the learning process is quickly for instance English subject. ¹ In the English subject, four language skills consist of listening, speaking, reading, and writing. Listening as one of the most dominant factors in language learning and become the most important skill.

To reach a good development in teaching listening, the lecturer had created various teaching techniques to increase the English ability of learners. So the lecturer can help them to do this listening activity before asking them to speak so that when the lecturer orders them to speak in front of the class, they do it. In teaching listening, most of the students are always difficulty in some aspects for instance grammar, vocabulary, and pronunciation. So they could not understand well the materials and most of them are passive in the class.

Many Indonesian students especially at second-semester physiotherapy program study in STIKes Ngudia Husada Madura, listening is the most difficult subject among the four language skills. They were not keen on listening. Most students often get bad scores because they were lazy. Every the lecturer held an examination or exercise the result still low score. The dominant factor, it was caused by listening, they had less motivation in the Listening subject. They though listening was bored and difficult. Vocabulary and pronunciation are one of the big problems for them so the students got a bad score and only a few students not. They spent much time chatting or make a communication self, speaking with other reading, and writing something that useful in time listening. Generally, they can do it because they were difficulty in understanding the material about what material. One strategy to solve the problem is applying the use of Cooperative Script learning in teaching listening. So the lecturer wished Cooperative Script could progress their ability in listening skills and the students felt enjoyable in studying listening.

On the Cooperative script, learning problems could be solved together with inferred. lecturer as a facilitator who directs the students to achieve the learning objectives. Also, the lecturer controls the students during the learning progress and lecturers. Guide if students find it difficult. On student interaction, an agreement for ongoing learning, discussion, conveying, the opinion of the principal ideas matter, remind each other of misconceptions which concluded, make conclusions together. Learning interactions that occur completely dominate student interaction with students. In student activities for cooperative learning script empowering potential students to actualize the knowledge that has been obtained.

Focus Problems.

Starting from the ¹ background of the study, the researcher here investigated the specific problem as follows :

1. How does the lecturer use Cooperative Script Learning In Teaching Listening at physiotherapy study program students of the second semester in STIKes Ngudia Husada Madura?
2. How does the student respond toward using Cooperative Script Learning in teaching listening at physiotherapy study program students of the second semester in STIKes Ngudia Husada Madura?

¹ **The objective of the Study**

Based on the problem above, the researcher wants:

1. To find out the way the lecturer uses Cooperative Script Learning In Teaching Listening at physiotherapy study program students of the second semester in STIKes Ngudia Husada Madura.

2. To find out the student's response toward using Cooperative Script Learning in teaching listening at physiotherapy study program students of the second semester in STIKes Ngudia Husada Madura.

a. Significance of the Study

¹¹ This method is expected to be able to give a beneficial contribution to lecturers, students, and other researchers.

For lecturers, it will be a reference to the student's ability in listening skills and to improve students' interest to study easier and interestingly.

For students, this method will be useful to students to learn harder and interested in learning listening comprehension, make students easier to study listening, and without any awareness, students have to study enjoyment and fun without feeling bored in class.

For the researcher, it will be an experience to enlarge and broaden the way of thinking to face students who have less enthusiastic about English skills without any pressure.

b. Definition of key Term

- i. Cooperative Script Learning is a method of learning to get knowledge by using a script as media in which students have role work in pairs in cooperative learning.
- ii. ¹³ Cooperative Script is the cooperative learning method in which students work in pairs and verbally summarize the parts of the material learned in the classroom.

- iii. ¹⁰ Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something.
- iv. Teaching is an activity ¹ done by the lecturer during the teaching-learning process.
- v. ¹² Listening is An active activity that involves receiving, deciphering, and perceiving a message with the intent to respond.
- vi. Teaching ⁸ Listening is imperative to teach students how to listen to the emphasis of listening practice from product to process and the responsibility of learning from the lecturer.

Previous Study

The Researcher red thesis a reference conducted by Moh Najiib (2012) <http://mydock.blogspot.com/2012/10/theimplementationofcooperative.html>. Accessed on 1 december 2013 entitle The Implementation Of Cooperative Script Method In Teaching Reading To The Eighth Grade Of Mts Pembangunan Pacitan In Academic Year 2012-2013.

The result was there were ³ many students still low in mastery reading and this method had many potential and effective to support the teaching-learning process. The steps of the method are: introducing the topic to the students, lecturer decides students in too many groups consist of two-person and asked them to read the material that was prepared by the lecturer one by one in their group, the lecturer asked them to discuss the material, the last the lecturer explained. This method

can help students to build their understanding and mastering in vocabulary and also could read fluency.

From the thesis above the researcher found a new idea and there was a relationship with the title of the researcher but in this case different skill. The researcher focuses on listening skill only although the method are same. So the researcher wanted to conduct research in teaching listening that had been used. So the researcher wanted to do “Using Cooperative Script Learning in Teaching Listening at physiotherapy study program students of the second semester in STIKes Ngudia Husada Madura “ as the title of the study.

1 RESEARCH METHODOLOGY

Research Design

The researcher used a qualitative design and the kind of research was descriptive research. Descriptive qualitative means unlearning this social construction of “research” and opening oneself to the possibility of employing and different vocabulary and ways of structuring the research process.

According to Nasution M.A (2003:24), descriptive research is to give clear describing social situations like the life of students, the situation of the company. Descriptive research is more specific by giving a focus to certain an aspect and often showing the relation among some variables.

Descriptive qualitative is the research design of the study. According to Bogdan and Tailor in Moleong in aryatik (2005:04). Qualitative research method as a research procedure producing the description data in written and oral form.

Based on the statement above, the design of the study is descriptive qualitative research. The descriptive qualitative typically employ either survey are information that permits us to describe the characteristic of a person or an educational process or the condition of an institution on this study tried to describe the method applied in teaching listening

Area of Determination Method

In the study, the researcher took place the physiotherapy study program of the second semester STIKes Ngudia Husada Madura. The researcher chosen the second semester because Cooperative Script learning had taught, so it was suitable for the researcher. Physiotherapy study program students consist of 11 students that consist of 6 girls and 5 boys. One thing that became a consideration for the researcher was choosing this location is one of an institution that started to develop by an arrangement of school management, it was good enough medium infrastructure and good enough administration although it's needed a media and this instruction could be called good from the learning media.

Data Collection

The qualitative data was from the participant of the students during the teaching and learning process in the classroom covering: comments, opinions, and suggestions. The data of students was from responses to the guided questions process.

To get accurate data, the researcher used some instruments as follow:

1. **Observation** is a way of scientific research for social science. The goal observation is to collect data, it is a descriptive statement. According to

Ary.Et. Alfani (2004:24) observation is the most basic method for obtaining data in qualitative research. The observation is conducted at Physiotherapy study program students of the second semester In STIKes Ngudia Husada Madura. It was important for the researcher to observe the phenomena that happening in the field directly. So that get valid data and information from interview and questionnaire, and documentation. The observation in this study the researcher focuses on students in Physiotherapy study program students of the second semester In STIKes Ngudia Husada Madura Through observation on January 22nd, 2020 at 10.30 am. They are two types of observation. They are:

➤ Participant Observation

The observer actively participates and become an insider in the event being observed so that he or she experiences the event in the same way as the participant.

➤ Non Participant Observation

The researcher without participating or taking any activities partly in the situation.

In this research, the researcher used nonparticipation observation. The researcher only becomes an observer. The researcher only has taken part in the class being observed. While participating as an observer, he observed o using Cooperative Script learning in teaching listening. The student's and the lecturer's ability to learn, the student's responses to the lesson, and the student's activities in the classroom. The observation doing to see the student responses in learning to listen.

The researcher observed from the beginning of the teaching-learning process until the end of the class. Here the researcher down his observation of the lecturer and the student's activities.

2. **An interview** is a technique to collect data accurately to apply solving problems as fit as data. The data by using the Cooperative Script Learning to be answered orally or arrangement; it can be done by one person or more. The researcher asked the students what the difficulties in this method and the researcher also interview with the lecturer would be additional information required for this study. And interview in this study the researcher focussed on teaching listening.

2 There are two types of interview they are:

➤ **Structured Interview**

2 To extend to the question to be asked are developed before the interview.

➤ **Unstructured Interview**

7 In the interview was not planned a heat of time, the researcher asked questions as the opportunity arises then listen closely and used subject responses to decide on the next question.

In this instrument, the researcher used a structured interview to collect the data.

- 14 3. **The questionnaire** is a data collection method in which respondents read and answer questions in written format(Addler and Clark, 2003:231). So that questionnaire is administered to the students to get information about their attitude toward the English teaching and learning listening using

Cooperative Script. The questionnaire was yes-no questions and the researcher tried to make the question clear. While the questionnaire in this study the researcher focussed on the students in the eleventh grade at Physiotherapy study program students of the second semester In STIKes Ngudia Husada Madura through on January 3rd. 2020 at 11.30 is.

The lecturer prepared a Part of Body Cavities Text to students that the lecturer wanted to give in the teaching-learning process. Then the lecturer must be ready to explain by using Cooperative Script, after that the Lecturer instructed the student to practice in front of the class based on the Part of Body Cavities Text. Then the lecturer gave key words vocabulary to the students. these keywords were useful to help the student in listening and the last The researcher gave a questionnaire to them to know how the student's responses.

4 Documentation is a data resource for ²collecting data. The researcher uses the documentation method to written data such as a sample of authentic materials used in textbooks, RPS, and syllabus. While the researcher took all the pictures what the learning process. So ²that, documentation is the method that is used by the researcher in gaining the data needed which can be ²students'practice that enables the researcher to get the data. Documentation is applied by the researcher to complete obtaining the data needed. When the students used Cooperative script then the researcher took detailed activities in the class so that this study run well and also the researcher used a lesson plan that related to the materials to helped the researcher in teaching listening. While the researcher focussed at

Physiotherapy study program students of the second semester In STIKes Ngudia Husada Madura on April 26th -29th 2020 at 10.30 am.

3.3 Data analysis

According to Bogdan and Blikken(1988:157), ⁵ data analysis is a process of systematically searching and arranging the interview transcript, field note, and other material that you accumulate to increase your understanding of them and to enable you to present what you have discovered to other. The data that analysis in this research is data that had been gotten by the researcher through a transcript of the interview and field note because this research was researching by the study case approach. It means that analysis was done and only report happen in the field.

1. The researcher collected the type of seating arrangement of teaching listening when he ¹⁷ observed the teaching-learning process in the classroom, and he could compare the lecturer apply Cooperative Script ¹ in the teaching-learning process.
2. After collecting the data the researcher would select which data were suitable and related to the problem of the study and which ones were not.
3. After selecting the data, the researcher would classify the data based on the ⁴ problem whether they are collected through observation, interview, questionnaire, and documentation. All the data which are obtained from students classified based on the category of the problem. For the first problem, ³ the implementation of the cooperative script in teaching listening to the lecturer feels easy to applied and the second problem cooperative

script had though in the class so the students did not feel difficult and the third problem students feel enjoy and interest used cooperative script.

4. After getting anything that the researcher needed, the researcher would begin to analyze the data. The researcher determines the problem as stated in chapter 1, arranges theory where the researcher statement the problems and the inductions will be researched, and the last the researcher analyzes the result of observation, interview, questionnaire. The researcher presented the data in the form of a description. The researcher described the result of the observation that was obtained from the application of Cooperative Script in Teaching Listening and The student's attitude.
5. The researcher concludes while being in the research field and after the data has been collected. The conclusion is made in the form of analyzing descriptive writing based on happened phenomenon when the research is conducted of data collected. A drawing conclusion is made to enable the researcher to find the answer to the problem of this research.

RESEARCH FINDING AND DISCUSSIONS

Research Finding

In the research finding, three problems would be showed and explained, as follows:

1. The lecturer used Cooperative Script in teaching listening

The lecturer used a Cooperative script in teaching listening at twice a meeting. For the once, the lecturer needed 90 minutes. It was done by teaching listening in some aspects by materials Part of Body Cavities Text. The student asked how to did it. Then the lecturer asked for the student to practice with their

partner by using Part of Body Cavities Text. If students did not understand, the lecturer replied anymore until the students understood truly.

From the analysis, the researcher used descriptive Qualitative. This could be seen from the use of cooperative script in teaching listening and performance of the lecturer in every meeting. The researcher knew that the students had learned about listening especially the cooperative script method. But they still confused about that. They often get difficulties in listening to problems. So that this stage for about 2 x 45 “ in each meeting. The lecturer prepared and the materials that relationship with Part of Body Cavities Text, assessment list, and observation checklist. To begin the lesson, the lecturer explained the role of materials in using a cooperative script and what the students would do in every meeting.

In this case, the lecturer started the lesson by gave the Part of Body Cavities Text to each group, which one there is as a listener and speaker and the lecturer asked the student to practiced and tried to understand the Part of Body Cavities Text. The Part of Body Cavities Text after the students practiced the Part of Body Cavities Text, the lecturer asked the students serving as a speaker, which convey and explain the results of his duties and as completely as possible and the learner as a listener that is in charge of listening or correcting and show the main ideas of the discussion is not complete. While ⁶Exchanging the role, which initially acts as a listener as a speaker and as a listener who previously served as speaker. The lecturer asked one partner to present the result of their activities or discussion by calling one of the numbers of students at random. While ¹students come forward in front of the class.

The researcher would observe the activity in the classroom and write some problems that were got by students when they were practicing the Part of Body Cavities Text with their partner.

So that from the explanation above, the research was done until the problems could be solved and the researcher found some problems who were faced by students in teaching listening by using Cooperative Script.

2. The Students Responses toward using Cooperative Script Learning In Teaching Listening

This part contains the data about the student's response toward the use of cooperative script in teaching listening. the data was obtained from the student's questionnaire.

This description below explains that the student's responses by using sentences. The data above indicate that most of the students said that English was very difficult than other subjects beside that they usually study and asked their lecturer if they felt difficulty because of could understand. In other said, according to them, their lecturer's method was enjoyable and interesting because the lecturer seldom using the English language in the class. Other problems that faced the students in the learning process were listening skills because listening could not understand, it caused by their grammar.

The next, while a lot of students said that When the lecturer used cooperative script the lesson more interesting. Not only that many students agreed with the statement that when the lecturer used cooperative script the lesson became to understand and when the lecturer used cooperative script many students become more active and only a few students did not agree with that statement.

Besides that, they prefer cooperative script because they knew what the method definition so after the lecturer used cooperative script there was progress in listening although they never get it before. A few students knew the cooperative script definition. All students agreed that cooperative script easier in solving the listening problems. Almost all students said that there was no problem in applying cooperative scrip. Because they prefer the method of learning to listen.

This description that had to analyze was my responses from all of the students. Based on the discussion about the student's responses using cooperative script all of the students felt interested beside that the students more active than before, so the researcher conclude the using cooperative script is very important to students because using cooperative script it can make the students easier to receive the materials that the give in the ¹⁹teaching-learning process.

Discussion

All of the activities that were given for the students at the beginning research had different backgrounds. When the lecturer gave the cooperative script the students could work in pairs with their partner and the students practicing by Part of Body Cavities Text. There was a listener and there was a speaker and all of them had different activities in which one the speaker should read the text to the listener. In the research, the lecturer gave a questionnaire for students so that it could help the researcher to know some of the problems faced by students. Although this method needed a long time the student enthusiasm listened to the lecturer and the listening better than before.

The lecturer applied this method because the researcher knew most of the students felt problems in listening although listening is comfortable it was very

difficult. The students might be ever got this method but even though the students had gotten it they would felt difficulties in listening because they should know the rool of this method so that they did not find problems in applied it.

Not only the activities in the classroom but the lecturer¹¹ asked the students to come forward and practice in front of the class after the discussed with their partner so that the lecturer knew the progress of the students after the lecturer used this method is there progress or not? And the lecturer gave a score to the students after they came forward. According to James Asher's we have chosen to examine in detail here to see one way in which the principle of the comprehension approach is put in to practice (1987 ; 36).

¹⁶Based on the data of the activity of the students applied cooperative script, in the data of students. By the researcher, the student's ability can be an increase in the teaching-learning process using a cooperative script such as the students more active and interest in learning listening and easier although the lesson was very difficult. Also, they had big motivation in the teaching-learning process, especially in English subjects. So with this condition will increase the motivation for the students in the teaching-learning process.

After the lecturer used this method there were different progress from students. The first could improve the effectiveness of implementation in the learning process because the students became more interesting and comfortable after did it. And the second Could expand the scope of the acquisition of learning materials because the students will gain knowledge of information transfer partners for material learned in the classroom. It happened because this method was suitable for the students and easier to apply.

Besides that the students more understand and act in every meeting especially in listening to lessons because they knew the way of learning listening well and little by little kind of problem in listening could be solved.

Based on the student's responses, is about the student's responses to the students by the lecturer. The researcher concludes all of the students in the Physiotherapy study program students of the second semester In STIKes Ngudia Husada Madura agreed to this method and more active using Cooperative script because based on a table of students responses the students more understand and interest.

Besides that, the researcher had a way how to make students interested in the subject so all of them felt comfortable and active because they had stimulated the lecturer's method. And all of the students can be followed by the English lecturer used cooperative script in teaching listening.

This description that had analyzed by the responses of all of the students based on the teaching-learning process using Cooperative Script for the students.

Based on the discussion about the student's responses using Cooperative script in teaching listening, ¹ all of the students felt interested and active in the class because after the lecturer used this method in the class all of the students followed the process of learning that given by the lecturer, besides that the students more understand than before. So the researcher concludes using the cooperative script in teaching the listening process its very important to the students because using a cooperative script can make students interesting and comfort listening explanation from the lecturer.

CONCLUSION AND SUGGESTION

Conclusion

The cooperative script also made students were not bored because the teaching method becomes various and comfortable. The other roles of Cooperative script are the class situation can be more alive, they can attract the student's attention to join the lesson and the students can be active because the lesson becomes more enjoyable. Besides that, they find new experiences from a cooperative script that work in pairs needed a good workshop to there is no person feel fail. They should divide the job with each other for instance as listeners and speakers. So they have the spirit to join the lesson, especially in the listening subject.

The students gave positive responses which were showed by their opinion of this learning. All of the interest in the cooperative script that was used as a method in listening. the positive effect from the students can improve the students' skills especially in listening.

Suggestion

The following suggestions are for the lecturers, the students, and the future researcher.

1. For the Lecturers

The result of the study is expected to be a consideration material for the lecturer, especially for English lecturer who uses a cooperative script in teaching listening. For the lecturer, using a cooperative script can be easier ¹ in the teaching-

learning process so it can increase the understanding of the students to the material that will be learned, and increase their knowledge and skill that they have, so it can create the professionalism of the lecturer especially in listening and also they can understand and be easier to receive the material that the lecturers explain. Based on the result of observation used this method is a cooperative script that can create the professionalism of the lecturer.

2. For the Students

They should realize that the listening lesson needs more time to learn because it is more difficult than other English skills. They should also increase their listening although without their lecturer guidance like they should be a good partner in practicing cooperative script so that in that way, they will apply in real condition to the future and concentration will increase.

3. For Further Researcher

Similar research is expected to be conducted in different areas and populations. While it is not only limited for senior high school, but also at junior high school, elementary school, and university. So, it can make the study more valid in general.

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