

The Improvement of Student's Activities through the Implementation of Cooperative Script Model

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Abstract– This paper is a Classroom Action Research (CAR) aimed to describe the improvement process of student's activities in Business English subject. The improvement was accomplished by implementing model of cooperative script. The experiment was conducted at the Faculty of Education, Riau University. Thirty three students were the subject of this study. The research was conducted in three cycles, each cycle includes the steps of planning, implementing, observing, and reflecting. The data was collected through field observation technique covered lecturer's activities and student's activities. The result found that the implementation of the model could improve student's activities. Assuming that the lecturer's ability in designing lesson plan and the involvement of student's activities proportionally could conclude that the implementation of cooperative script as a learning model to be effective.

Keywords– cooperative script; learning activity; education; university

I. INTRODUCTION

The Faculty of Education within Riau University offers Business English subject by introducing students to use English as instructional language in business context. This subject was provided for students at the second semester of the academic year 2011/2012.

Indonesian students, started to learn English since Elementary school. Thus, it is easy to assume that the students would have good English proficiency to do Business English subject. Unfortunately, the reality is quite different. Less than 30% of students who achieved high grades at the academic year 2009-2010 and 2010-2011.

However there were other factors, such as feeling ashamed and afraid of bad pronunciation.

Only small proportion (10%) of students were active. Most of first year students were reluctant to speak loudly and confidently. They have limited vocabulary. They tend to be shy in answering questions. They were using Bahasa Indonesia to communicate in the classroom.

This phenomenon showed a low learning outcome was not merely due to their low English proficiency. Therefore, the low learning outcome was predicted caused by low activity of student's involvement. In conclusion, there was a connection that students have a constraint both in pronunciation and speaking.

This situation got my attention to figure out the best way to improve student's learning activities. Additionally to replace the past learning which was dominated by lecturing technique.

According to A. Rohani, 2004 [1], activity in the learning process was considered important. Students were not only asked to actively participate but also contribute in the learning process. In such condition all of roles and abilities of students were mobilized and directed to obtain optimal learning outcomes.

The best way to stimulate activities in the learning process was to change the model of learning which would be more attractive to students. We tried to draw the attention to implement cooperative script model which can enable Business English subject to be more meaningful and enjoyable.

The learning model of cooperative script has advantages in directing a learning process into a

situation of cooperation. By working together, students were forced to deal with foreign language. In addition, English has a degree of difficulties because of the differences between speaking (pronunciation) and the writing (written). To deal with such conditions, it was necessary to have a sense of cooperation within the group to reinforcing the student's confidentiality.

As a part of cooperative learning, cooperative script model was chosen because it has a strength in designing concept of writing, and through the writing it would allow students to demonstrate competences. Thus, the problem of reluctant or embarrassed to talk and lack of vocabulary were expected to be resolved or reduced.

According to Erica, 2010 [2], cooperative script was one model of cooperative learning approach. Erica [2] also quoted Darsereau's point of view, cooperative script was a cooperative learning scenario. Slavin, 2010 [3], wrote Darsereau's design that in the cooperative scrip, a person acts as a reader of the text while others as listeners who corrects mistakes Worth noted that within cooperative script there was an agreement between students to collaborate in solving problems. Ultimately, this approach would make the students active within learning process.

Referred to the advantages of cooperative script, we determined the model of cooperative script to be an action element to address the learning problem on low student activities. Thus, the objective of this research is to improve student's activities on Business English subject through the implementation correctly of cooperative script model.

II. RESEARCH METHOD

The research was conducted at the Faculty of Education, Riau University. Subjects were students of Economics Education who attended Business English at the second semester in the academic year of 2011-2012. They were 33 students. The research was carried out within 8 months starting from March until October 2012. Additionally, two lecturers involved in a collaborative research: a lecturer of Business English who implemented

cooperative script model and another researcher as an observer. Data was collected through observation technique using the observation sheet to record the activities of the lecturer and the students.

The research was directed in three cycles which each cycle includes four phases: planning, implementation, observation, and reflection.

At cycle I, phase of planning was carried out by preparing several documents: learning scenario by using a model, observation sheets, evaluation instruments, and topics for three cycles - Business dialogue, Business sentences, and Offers.

In implementation phase, learning scenarios that have been planned from the previous phase was applied. The steps were:

1. Describe learning objectives, subject matter, and the use of the model. Followed by dividing the students into groups.
2. Describe procedures of cooperative script model, including roles of each member of the group (speaker, listener/corrector).
3. Describes the student activity sheets.
4. Assign student to start discussion with certain time allocation.
5. Arrange to start presenting a result discussion. One person acted as a speaker while the others acted as a listener and corector.
6. Exchange roles period.
7. Arrange group presentation in front of the class.
8. Make conclusions period.
9. Closing period.

At Observation phase data was collected through observation in order to obtain score for both lecturer and students.

At the phase of reflection, data was analyzed to figure out the strengths and weaknesses over the implementation of learning. Furthermore, the reflection was done to determine the changes needed towards the action carried out.

The result from reflection phase in cycle I was then used to start planing phase for cycle II. The phase of implementation was being done by using a cooperative script model based on the planning phase. Observation were done with a focus on learning activities. Last, on cycle II was a reflection over the data covered from observation phase to come up with a solution.

The research continued to cycle III and repeat the same phases and improvement. There is no rigid rule how many cycles should be done. However, this research was stopped at cycle III after the results reached 'Good' level. We deemed that the implementation of cooperative script model to improve student's learning activities was achieved score more than 70.

Data was analyzed by frequency distribution analysis approach, then was categorized in 5 categories activities of students and lecturer in the use of cooperative script model, as listed in Table 1 period.

TABLE 1.
CATEGORIES FOR ACTIVITIES OF LECTURER AND STUDENTS

Measurement of Categorization	Lecturer activity	Student Activity
>80% - 100%	Excellent	Excellent
>60% - 80%	Good	Good
>40% - 60%	Satisfactory	Satisfactory
>20% - 40%	Bad	Bad
0% - 20%	Worse	Worse

To determine the level of achievement of the research objectives of this class action research, the indicator was set: 'when the student is able to achieve improved learning activity score of more than 70 then the cooperative script models used can be said to be successful period'.

III. RESULTS AND DISCUSSION

A. Comparison between Cycle on Lecturer and Student Activities

At cycle I, the score of lecturer's activities reached 55,6% or at category of 'satisfactory'. Lecturer did insufficient step in the implementation (less detail explanation). This weakness has been analyzed in the reflection phase and was suggested to be corrected in the implementation at cycle II. Next, the weakness in Cycle II occurred in term of the allocation time for exchanging the role. This mistake has been revised at the implementation phase at Cycle III.

As a result, the process of the implementation model was getting better and progress. Score of lecturer's activities shifted from 70,3% or 'good'

category at cycle II continue to increase to 81,4% at 'excellent' level at cycle III. All achievement scores in using cooperative script model were described at Fig.1.

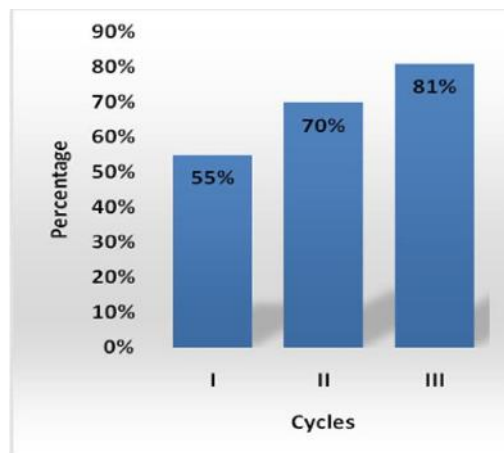


Fig. 1. Lecturer's activities at cycle I, II, III

Figure 1 showed the implementation of *the action* taken by lecturer in the use of cooperative script model continuous to progress. Activities of lecturer were progressing with better experience in applying the model of cooperative script.

In term of student's activities, automatically effected from the implementation correctly of using the model, it has increased consistently. The student's activities covered four aspects: visual, speaking, listening, and writing, shown at Fig.2.

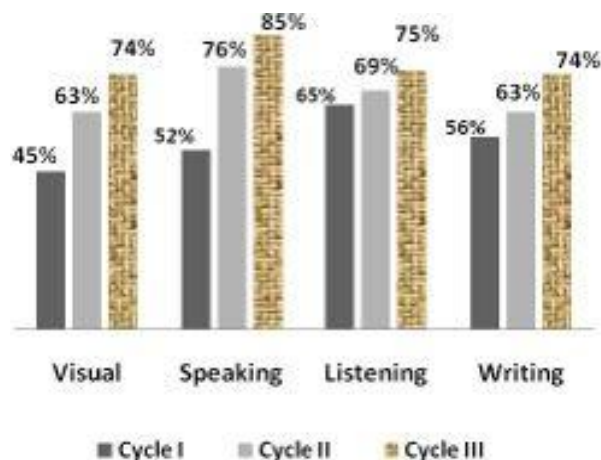


Fig. 2. Student's activities in cycle I, II, III

Figure 2 describes the improvement of student's activities conducted at cycle I, II, and III.

It is interesting to discuss the aspect of visual that originally started at lowest score, eventually it reached similar score close to others aspects. .

Overall, the results showed that the increase of student's learning activities was obtained through the implementation of cooperative script model in Business English subject, as seen in Figure 3.

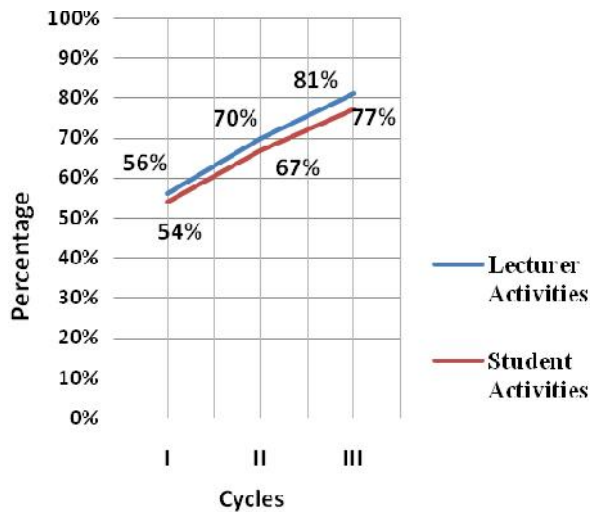


Fig. 3. The increase of lecturer's activities followed by the improvement of student's learning activities

Figure 3 pointed a consistency of the two lines that reflected the increased activities of lecturer (upper line) was always accompanied by the increase of student's learning activities (lower line).

B. Change (progress) on Lecturer

By conducting this action research, at least three changes resulted: (1) Lecturer understood how to apply cooperative script model appropriately; (2) Lecturer understood the importance of a collaborative mode when dealing with learning problems; and (3) Lecturer has feel more confident in the ability of managing classroom actively.

C. Change (progress) on Student

Students were able to participate actively in learning process. Learning together as an essential part of cooperative learning has replaced their ineffective previous learning. They feel a positive impact in increasing mastery of Business English, basically in accuracy word choice and grammar.

D. Change (progress) in the Environment

The situation, in the class where Business English taken place, students were more active in speaking and writing orderly. Most students were engage with the assignments to be carried out.

IV. CONCLUSIONS AND RECOMMENDATIONS

It can be concluded that the implementation of cooperative script model in Business English subject could increase student's activities. Lecturer's ability in designing lesson plan and the involvement of student's activities proportionally could conclude that the implementation of cooperative script as a learning model to be effective.

Based on the discussion, it is suggested, first, Business English subject should be supported by measurable measurement. Second, the cooperative script could be used as an alternative model to attain quality improvement in lecturing in higher education.

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