TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF COOPERATIVESCRIPTTOIMPROVESTUDENTS'ACTIVENESSIN TEACHING ENGLISH

SKRIPSI

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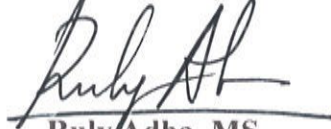
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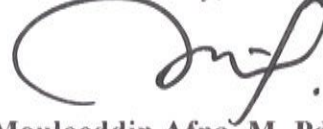Monday, July31ˢᵗ 2023 M
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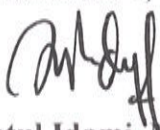Chairman,

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   Apabila dikemudian hari terbukti atau didapatkan bukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanki yang diberikan atas perbuatan saya tersebut.

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TABLEOFCONTENTS

ABSTRACT

Jasima Putri Aulia,2023. Teachers' perception on the implementation of cooperative Script to improve students' activeness in teaching English.Skripsi English Department, Tarbiyah and Teacher Training, State Institute of Islamic Studies (IAIN) Langsa.

Supervisor:(1)RulyAdha,MS,   (2)MauloeddinAfna,M.Pd

The purpose of this research were to investigate the teachers' perception on the implementation of cooperative Script as a means of imploring students' activeness in learning English, and to explore the challenges faced by the teachers when implementing cooperative scripts in the classroom and to identify the strategies used by the teachers to overcome the challenges. This research used qualitative method. The data were collected by using interview. The subject of this research were three English teachers at MAN 2 Langsa. Based on the result, the researcher found that the teachers perceive cooperative scripts as an effective means of improving students' activeness in learning English. It enhanced focus, enthusiasm,and motivation among students, encouraging collaborative learning and active participation.Teachers faced challenges such as unruly students resisting assigned groups and excessive noise during group assignments. They overcame these challenges by employing personalized approaches, incentivizing participation, and implementing classroom management strategies. It could be concluded that on the implementation of Cooperatif Script was effective method of improving students' activeness in learning English.

Keywords:Perception,CooperativeScript.

CHAPTER 1
INTRODUCTION

A. BackgroundofStudy

English language teaching has been an essential aspect of education, especially in countries where English is not the first language. The effective teaching of English language skills is an essential component of language education. Teachers are the key players in the education process, andtheir teaching methods play a significant role in the success of language learning.

In recent years, cooperative learningmethods have gained popularityamong language teachers as they promote collaborative learning among students and encourage active participation. The study emphasizes the significance of teaching English as a global languageand theneed for classroom teachingreform to ensure the development of students'language skills. Thestudyfocuses on the cooperative learningmethod, which is a group of students'relationship that requires individual accountability, positive interdependence, interpersonal, face-to-face promotive interaction, skills, and processing. Particularly, it emphasized the teacher's control over the pupils while downplaying the students' influence. The teacher spoke in class from beginning to end, but the results were not encouraging.[1]The importance of teaching and learning strategy reform in education, particularly in the field of foreign language translation and TESOL.Teacher perceptions are essential in designing good learning goals and activities in the classroom. The studyaimstoexploretheperceptionsofTESOLteacherswhohaveprevious

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[1]YinaHe..“ResearchontheApplicationofCooperativeLearninginCollegeEnglish Teaching,” *Theory and Practice in Language Studies* 9, no. 10, (2019): 847.

experience in teaching using cooperative scripts. The teacher's perception of language learning is the process of recording understandings and views about teaching and learning that have been or will be experienced.

Cooperative learning methods, including cooperative script learning, have been identified as effective approaches to achieve these goals, as they encourage student participation and collaboration, help to developinterpersonalrelationships, and promote psychological health and social competence. Cooperative script is one of the techniques in cooperative learning that has been developed to facilitate students' cooperation and dependence on each other in completing a task or purpose.[2]Accordingly, the cooperative scriptmethodinvolves several steps, including creating small groups or working inpairs, reading a text, summarizing the text, and presenting the summary of the textorally. This approach has been shown to have several advantages, such as improving achievement, interpersonal relationships, and psychological health and social competence.[3]Despite the benefits of cooperative learning, the question remains of how teachers can effectively implement cooperative scripts in the classroom. Therefore, it is essential to explore teachers' perceptions of the application of cooperative script learning to teaching English.

The perceptions of teachers play a crucial role in designing appropriate learning goals, activities, and strategies for students. As such, understanding teachers'perceptionsisnecessarytofacilitateeffectivelearningintheclassroom.

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[2]Pertiwi,Dian,Ananda,"TheImplementationofCooperativeScriptTechnique inTeaching Reading Comprehension to the Students of Senior High School," *Academic Journal Perspective: Education, Language, and Literature* 5, no. 2 (2017): 88.

[3]Pertiwi,"The ImplementationofCooperative ScriptTechnique inTeachingReading Comprehension to the Students of Senior High School."*Academic Journal Perspective: Education, Language, and Literature* 5, no. 2 (2017): 95

This qualitative descriptive research seeks to explore teachers' perceptions of the implementation of cooperative scripts to improve students' activeness in learning English. By understanding teachers' perceptions, this study aims to provide insights into how cooperative scripts can be effectively implemented inthe classroomto improve students'engagement and learningoutcomes.[4] This research can provide valuable information to teachers and education professionals on the effective use of cooperative learning strategies in teaching English.

The research aims to explore the perceptions of TESOL teachers on the effectiveness of cooperative script in improving students' activeness in learning English. In other words, the teacher's perception is one of the keys inanalyzing the needs of students in the classroom.[5]This method put forward by Danserau and his friends. In Indonesia, Suprijono has been explained the steps of cooperative script in teaching reading on his book, the steps are as follows: (1) Create small group or work in pairs, (2) Read the text, (3) Make a summary of the text, (4) Present the summary of the text orally.[6] This technique, along with other techniques in cooperative has many advantages. Joliffe stated that There are three primary areas of benefits associated with cooperative learning, which include academic accomplishment, social relationships, and psychological wellbeing and

[4]Emma Dafouz, "English-Medium Instruction and Teacher Education Programmes in HigherEducation:Ideological ForcesandImaginedIdentitiesatWork," *InternationalJournalof Bilingual Education and Bilingualism* 21, no. 5 (2018): 540–552.

[5]Bhuana, GP. and Apriliyanti, "Students' Perception on Individual Learning versus CooperativeLearningUsingNumberedHeadsTogether(NHT)MethodinEnglishClassroom," *Journal of English and Teaching* 5, no. 1,(2021): 296.

[6]Riska Marlisa Aini, Asnawi Muslem, and Bustami Usman, "Lecturers' Strategies Used in Teaching English Reading Comprehension: A Case At a Private College in Aceh," *Humanities & Social Sciences Reviews* 8, no. 3 (2020): 20–30.

social competence.[7] Furthermore, these benefits have been well-documented in empirical studies, which underscore the effectiveness of cooperative learning asan instructional strategy.[8] However, despite the established effectiveness of cooperative learning, the question remains as to how it can be effectively implemented in the classroom, specifically through the use of cooperative scripts, to illustrate teachers' perceptions of the implementation of cooperative scripts as a means of improving students' activeness in learning English. Thus, the use of cooperative scripts seeks to identify the challenges and opportunities associated with implementing cooperative scripts in the classroom and provide recommendations for improving the effectiveness of this approach.

B. ProblemofStudy

Theresearcherformulated twoproblemsofstudyas follow:

1. Whatweretheteachers'perceptionsoftheimplementationofcooperative scripts as a means of improving students' activeness in learning English?

2. Whatchallengesdidtheteachersfacewhenimplementingcooperative scripts in the classroom, and how did they overcome these challenges?

C. PurposeofStudy

Thepurposeof thestudywere as follows:

1. To investigate the teachers' perceptions of the implementation of cooperative scripts as a means improving students' activeness in learning English.

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[7]Pertiwi.Dian,Ananda,.“TheImplementationofCooperativeScriptTechniquein TeachingReadingComprehensiontotheStudentsofSeniorHighSchool,” *AcademicJournal Perspective : Education, Language, and Literature* 5, no. 2, (2017): 89.
[8]Marlisa Aini, Muslem, and Usman, “Lecturers' Strategies Used in Teaching English Reading Comprehension: A Case At a Private College in Aceh.”

2. Toexplorethechallengesthattheteachersfacedwhenimplementing cooperative scripts in the classroom

3. Toidentifythestrategiestheyusedtoovercomethese challenges.

D. SignificancesofStudy

Theoretically this study was expected to be a reference that can be used by otherresearcherwho wanttoconduct aresearch onteachers'perceptions aboutthe implementation of Cooperative Script in teaching English. Practically, This study is significant in providing useful information for teachers regarding to the perceptions of English teachers on the implementation of cooperative script learning as an instructional strategy for teaching English in increasing students' active participation.

CHAPTER IV

FINDINGAND DISCUSSION

A. Finding

There were 10 interview questions that were given by the researcher to three teachers of MAN 2 Langsa. The results of interview could be seen in the explanation below: The result of the interview were as follows:

1) *Apakah Anda sudah pernah menerapkan Kooperatif Skript dalam pembelajaran bahasa Inggris*?(Have you ever applied Cooperative Script in learning English?)

    Based on the question, teacher A answered, "*ya saya pernah menerapkannya sebelmnya* (Yes, I implemented it before)"; teacher N answered "*Ya saya sudah pernah menerapkan* (Yes,I have implemented)"; and teacher R answered "Y*a saya sudah pernah menerapkan* (Yes, I have implemented)". Based on the answer of three teacher, all teachers have implemented cooperative scripts in learning English in class.

2) *Bisakah Anda menjelaskan pengalaman Anda dalam menerapkan skrip kooperatif di dalam kelas bahasa Inggris Anda?*(Can you describe your experience with implementing cooperative scripts in your English language classroom?)

    Basedonthequestion,teacherAanswered*"Ya,saya menerapkannya sebelumnya, tetapi dalam dua tahun terakhir, saya tidak*

menerapkannya lagi karena apa yang terjadi. Anak-anak menjadilemah dalam usaha mereka. Hanya tiga atau empatorangyangbenar-benartertarik untuk berpartisipasi, sementara yang lain tidak begitu jelas tentang tugasnya.Pelajaranitudimaksudkanuntukkerjakelompok,tetapi tampaknya hanya dua atau tiga orangyangmemahamikonsepnya,sedangkan yang lain, terutama anak laki-laki, tidak berkontribusi sama sekali.(Yes, I implemented it before, but in the past two years, I didn't implemented it again because of what happened. The children became lax in their efforts. Only three or four people were genuinely interested in participating, while the others were not very clear about the task. The lesson was meantfor group work, but only two or threepeopleseemedto understand the concept,whilethe rest, especiallythe boys, didn'tcontributeat all)"; teacher N answered *"Saya menerapkan strategi ini untuk mengajar reading* (I implemented this strategy for teaching reading)"; and teacher R answered *"Pengalaman saya ketikamengimplementasikanCooperativeScript, kelas menjadi lebih hidup dan semangatdalambelajarbahasaInggris.* (My experience is when implementing the Cooperative Script,the class becomes livelier and more enthusiastic in learning English)".

Basedontheanswerofthethreeteachers, 2 teachers had implemented cooperative scripts 2 to 3 times in allclasses. However,there was one teacher who said that even though she implemented cooperative scripts, she only applied them in 2 years ago because the teacher thought that cooperative script not suitable for male students. Theteachercouldnot control the students well when applied cooperative script in the class.

When implementing cooperative scripts, most students feel embarrassed and confused because their English skills were still limited and theyhadnoenthusiasmforlearningEnglishandfeltburdenedwhen studying alone. The teachers applied cooperative scripts by dividing students into several groups then distributing material to makesummariesafterreading. Then, the teacher determined who acted as a speaker andwhoacted as a listener. After the speakerreadthe summary completelyandclearly,they must explain the subject matter of the material. After the speaker and listenerhaddonetheirjob,thentheyswitchedrolesanddidthesamething as before. With cooperative scripts, students became more enthusiastic in learning English while practicing to work and learn asa team.Italso madethe students become more active in the learning process.

But,oneteacherdidnotagreeforusingcooperativescriptinthe class. She said that cooperative script had negative impact for the students because the teacher could not control the students when the students work in the group. When male and female students worked in group together, only female students made the task, and male students did not make the task.

3) *Bagaimana Anda mendefinisikan "ketekunan" dalam konteks pembelajaran siswa? Bagaimana Anda melihat peran KooperatifSkriptdalammeningkatkan ketekunan siswa?*(How do you define "activeness" inthecontext of student learning? How do you perceive the role of cooperative scripts in promoting student activeness?)

Based on the question, teacher R answered, *"Tekun itu menurut saya adalahmencermati,mendalami,danfokusdalamsuatubidangyangsedang*

dipelajari.(Forme, activenessis is to pay close attention,deepen, and focusin a field that is being studied)";teacherNanswered"*Dalamketekunananak anak dalam belajar kooperatif Skript ini anak lebih banyak tertariknya untukbelajar.Maksudnyalebihnggakbanyakdiamnyalebihbanyak aktifnya karena ada rasa ingin belajarnya, Ia belajardenganpake cooperativescriptini, Mauaktiflah orangtu.*(Inthe persistenceofchildren in cooperative learning this script, children are more interested inlearning. That means he's more quiet and more active because he wants to learn. He learns using this cooperative script. They want to be active)"; and teacher A answered *"Mereka hanya fokus bagi yang mau, mungkin 3, atau 4 orang aja mungkinyangmau.*(Onlyseveralstudentswanttocooperativescript. Maybe only 3 or 4 students)".

Based on the three answers, the researcherfoundthatforeachteacher, activeness for each student meant that they could dothetasks assigned at school and be activein learning. Thestudents mustalso beableto build broader ideas and must be able to work together in completing the assignments that given by the teacher. Inthis case, the cooperative script had animportantroleinpromotingstudentactivenessbecausecooperative scripts made students more focused and active in learning English.

4) *Apa manfaat atau hasil positif yang Anda amati ketika menggunakan Kooperatif Skript untuk melibatkan siswa dalam pembelajaranbahasa Inggris?* (What benefits or positive outcomes have you observed when using cooperative scripts to engage students in learning English)?

Based on the question, teacher A answered *"Yang namanya setiap keadaan ataupun model pembelajaran pasti hasil positif nagtifnya ada, hasil positifnya bagi mereka yang mau ya mereka dapatberkomunikasibaikdengan teman sekelompoknya.* (In every condition or learning model, there must be positive and negative results, positive results for those who want to, they can communicate well with their group mates)*";* teacher N answered *"Hasil positif yang ada ketika menerapkan ini,Merekalebih banyak tahu lebih banyak menambah dalam reading ya, khususnya ya lebih banyak menambah vocabullarynya.* (The positive results thatexistwhenimplementing this, they know more and add more to their reading, yes, especially yes, they add more vocabulary)*";* and teacher R answered *"Siswa menjadilebihantusias,kompetitifdantertarikdalambelajarBahasa Inggris. Nilai mereka juga menjadi memuaskan dalam pelajaran.*(Students become more enthusiastic, competitive, and more interested in learning English, and give the result in a better understanding of the material presented)*".*

Basedontheresultsofalltheteachers'answers,theresearcherfound that cooperative scripts provided awareness for students to have a healthy competitive attitude. It made the students to be more enthusiastic in learning. Cooperativescriptsalsotrainedthestudentstoworktogethereachotherin the learning process. The studentsalsobecamemoreactiveinlearning. Apart from that, cooperative scripts also make their public speaking better.

5) *Pernahkah Anda mengalami tantanganataukesulitansaatmenerapkanskripkooperatifdikelasAnda?Jikademi kian,BagaimanaAndabiasanya*

mengatasi tantangan yang Anda hadapi saat menerapkan skrip kooperatif? (Have you encountered any challenges or difficulties while implementing cooperative scripts in your classroom?If so,How doyou typically addressthe challenges you face when implementing cooperative scripts?)

Based on the question, teacher A answered *"Misalnya ada kelompok, mereka kan ada 2 orang atau 3 orang. Yang bekerja mungkinhanya satu orang lainnya hanya sibuk dengan kerjaan yang tidak perlu dilakukan, kemudian Mereka hanya menghafal yangmerekapunya.Merekaenggaktahu yang punya kawannya punya. Jadi mereka kayak enggak tanggung jawab.Gitu ceritanya, Jadi mereka hanya tanggung jawabsamamerekapunya Gitu,tidak dengan teman nya lagi Walaupun itu sebenarnya punya mereka, punya kelompok mereka sendiri, dan ketika saya menghadapi tantangan ini Saya tidak menggunakannya lagi.* (For example, thereisa group,there are 2 people or 3 people.Maybe only one other person willdo the task and another elsedo not do.Then they just busy with their selves and talking with the friends. They don't know what the kind of task of with their friends. So it's like they're not responsible, and when I faced this challenge I didn't use it anymore)*"*; teacher N answered *"Sulit membuat kelompok yang homogen, baik intelegensi, bakat dan minat,ataudaerahtempattinggalserta murid-murid yang dianggap guru telah homogen, sering tidak merasa cocok dengan anggota kelompok itu. solusi dari masalah ini saya mencoba Memberikan arahan atau masukan agar tetap menjaga solidaritas tanpa membeda-bedakan, sama-sama belajar dari yang tidak bisa menjadi bisa.* (Itisdifficulttomakeahomogeneousgroup,intermsofintelligence,talents

and interests, or the area of residence and students who are considered by the teacher to be homogeneous, often do not feelcomfortable with themembersof the group. Thesolutionto this problem Itriedgivedirectionsor suggestionsothatthestudentscanmaintainsolidaritywithout discriminating, both learn from those who cannot become those whocan)"; and teacher R answered *"Masih ada siswa yang malu, atau kurangaktif karena merasa kurang mampu misalnya dalam speaking, untuk tampil ke depan.dan cara saya mengatasi masalah ini dengan memberikan motivasi bahwa kita semua memilikikemampuanuntukbisaberhasildalam semuahal yang akan kita pelajari, artinya ketika ada kemauan, ada usaha, insha Allah hasilnya juga ada sesuia dengan usaha yang kitalakukan.*(Thereare still students who are shy, or are less active because they feel they are not capable, for example in speaking, to come forward. and the way i solved this problem with Providing motivation that we all have the abilitytobesuccessful in all that we will learn, meaning that when there is a will, there is effort, God willing, the results will also be in accordance with the efforts we put in)*"*.

Accordingtotheanswerofallteachers,allteacherssaidthatthey had some challenges inimplementing cooperative scriptinthe class.Someof the students did not want to work together if theteacher putthem ina group andmake a noisy. The students also felt insecure whenthe teacher asked them to speak in English. Regarding certain difficulties, specifically dealing with unruly students who resist assigned groups and excessive noise frommalestudentsduringgroupassignments,theteacheremploysa

personalized approach to effectively manage them. Additionally, the teacher incentivized students by awarding higher grades to those who volunteered to present their assignments first. Then, the teacher also motivated them in learning process.

6) *Menurut pendapat Anda, bagaimana Kooperatif Skript berkontribusi pada perkembangan keterampilan bahasa Inggris siswa? BisakahAndamemberikan contoh atau situasi tertentu dimana Andamelihatdampak ini?* (Inyour opinion,how docooperative scripts contribute tothe developmentof students' English language skills? Can you provide examples or specific instances where you have seen this impact?)

In this questions, teacher A answered "*Itu berkontribusi pada anak yang mau belajar* (It give contribution for the students who want to study)"; teacher N answered *"Misalnya mereka sudah memiliki vocabulary yang mereka tahu, jadi mereka pun bisa berkomunikasi atau berdialog dengan sesamanya, karena dengan penerapan metode ini penguasaan vocabulary mereka semakin meningkat, karena di tuntut kerjasama tadi.* (For example, theyalreadyhaveavocabularythattheyknow,sotheycanalso communicateordialoguewitheachother,becausewiththeapplicationof this method their vocabulary masteryisincreasing,becausecollaborationwas required)"; and teacher R answered "*Itu berkontribusipadaproses belajar mengajar dan pembelajaran Bahasa Inggris karena bisa memotivasi siswa serta membuat siswa saling membantu satu sama lain ketika ada masalah.*(Itreallycontributestotheprocessofteachingandlearning

English because it is very motivating, and helps each otherwhen students are in trouble)*"*.

It found that cooperative script has some contribution for students' English language skill. Students could learn English by discussing with their group mates and giving corrections toeach other.Thiscooperativescriptalso trained thestudents'speakingskillandmade thembecome more fluentin speaking English.It made them knew more vocabulary in English. In addition, they also become more active in the learning process.

7) *Bagaimana Anda memastikan agar semua siswa aktif berpartisipasi dan terlibat dalam kegiatan skrip kooperatif? Apakah ada teknik atau praktik khusus yang Anda gunakan?* (How do you ensure that all students actively participate and engage in the cooperative script activities? Are there any specific techniques or practices you employ)?

Based on the question, teacher A answered *"Saya selalu memantau mereka secara terus-menerus agar pastikansetiapsiswamenyelesaikantugas mereka sesuai dengan yang seharusnya.* (I always monitor them continuously to make sure every student completes their assignments as they should)"; teacher N answered "*Ya, saya sering melihat atau memperhatikan sambil berjalan, sesekali saya mendekati meja mereka, intinya untuk memperketatpengawasan.* (Yes, I often watch orpayattentionwhile walking, occasionally I approach their table, the point is to tighten supervision)"; and teacher R answered "*Saya selalumengontrolmereka secara terus-menerus untuk memastikan mereka semua mengerjakan apa*

yang seharusnya dikerjakan oleh siswa. (I always check them constantly to make sure they are all doing what the students are supposed to do)".

To promote active participation and engagement of students in cooperative script activities, an effective approach was implemented. This approach involved the teacher instructing all students to present their assignments sequentially in front of the class. Furthermore, each group was assignedspecifictaskstopreparetheirassignments.Additionally,the teacher closely monitored the students to assess their levelofinvolvement with the assigned tasks. In cases where students struggle to comprehend the given assignment, the teacher offered guidance and instruction, persistently assisting them until they grasp the assignment's objectives.

8) *Bagaimana Anda menilai dan memantau kemajuan siswa selama kegiatan skrip kooperatif? Tindakan atau indikator apa yang Anda gunakan untuk mengukur keterlibatan dan hasil pembelajaran mereka?*(How do you assess and monitor the progress of students during cooperativescriptactivities?What measures or indicators do you use to gauge their engagement and learning outcomes)?

Based on the question, teacher A answered "*Untuk memantau perkembangan siswa dapat dilihat dari hasil diskusi dan presentasisiswa, cara siswa menyampaikan informasi, kepercayaan diri, pemahaman materi, serta kerjasama dan kerjasama dengan teman satu kelompok.* (To monitor student progress, it can be seen from the results of student discussions and presentations, the way students convey information, self-confidence, understanding of material, and collaboration and cooperation with group

mates)"; teacher N answered "*Kalau untuksecaraasesmenberarti maksudnya secara penilaian berarti kalo saya itu yang pertama sayalihatdulu kayak saya bilang tadi secara siapa yang palingbersemangat,siapa yang maju duluan, dikasih nilai tambahan A plus, kemudiansayamelihat,bisa aja salah satu anggota kelompok tersebutsatudoingyang aktif, jadisaya tetap control itu, siapa yang aktif,itu dulusaya apresiasilebih.* (Interms of assessment, it means that in judgment, it means that if I am the first one I see, like I said earlier, who is the most enthusiastic, who goes first, is given an added value of A plus, I'll see later, it could be one member of the groupwhodoesthesame.active,soI keepcontroloverit,whoeverisactive, I appreciate it more)"; and teacher R answered "*Kalausayamelakukandengan dua penilaian, pertama peilain kelompokkemudianpenilaianindividu, otomatis ketika ada penilaian individu si anak bertanggung jawab untukmendapatkannilaiterbaikdalamproyekyangsedangmelakukanitu*. (If I do it with two assessments, first a group assessment and then individual assessment, automatically when there is an individual assessment the child is responsible for getting the best score in the project being worked on)".

Theresearcherwantedtoknowabouthowtoassessandmonitorthe progress of students during cooperative script activities. Based onthe answer ofteacher, the researcher found thatteachersattentivelyobservedand tracked students' learning progress. They also evaluated the manner in which students communicate and present their group work outcomes,aswellastheir confidence during class presentations. Assessing and monitoring

student learning progress also entailed considering their comprehension and cooperation with their group members, as it serves as a crucial factor.

9) *Apakah Anda melihat perubahan dalam perilaku, motivasi, atau sikap siswa terhadap pembelajaran bahasa Inggris sebagai hasil dari penggunaan skrip kooperatif? Jika ya,bisakah Anda menjelaskan perubahan tersebut?* (Have younoticedany changes instudentbehavior,motivation,orattitudes towards learning English as a result of using cooperative scripts? If yes, can you elaborate on those changes?)

In this question, teacher A answered "*Sepertiyangsayabilangdiawal. Ada perubahan perilaku, motivasi, atau sikap pada siswa yang mau belajar.* (Like I said before, there were any changes in in student behavior, motivation, or attitudes for the students who wanted to learn)"; teacher N answered *"Mungkin selama kegiatan, saya melihat perubahan, tentu saja, seperti kepercayaan diri mereka, dankeaktifankelompok siswa, kemudianada kemajuan dalam berbicara bahasa Inggris juga,karenapenambahan kosa kata yang mereka dapatkan saat menerapkan naskah kooperatif ini*. (Maybe during the activity, I saw changes, of course, such as their self- confidence, and the activity of the student group, then there was progress in speaking English too, because of the addition of thevocabularytheygotwhen implementing this cooperative script)"; and teacher R answered "*Jelas terlihat, dengan melihat respon mereka semua aktif dalam prpses belajar ya tidak pasif, dan berani untuk mennjukkan kemampunya sesuai dengan kemampuanyangiamiliki*.(Itwasclear,bylookingattheirresponses,they

were all active in the learning process, not passive, and dared to show their abilities according to the abilities they had)".

The researcher asked the teachers aboutstudents'changesinbehavior, motivation, or attitudes towards learning English asaresultofusing cooperative scripts. The teachers answeredthatcooperativescripts made learners' behavior more confident and active in learning English. Studying together with their group mates makes them more enthusiastic and motivated to continue practicing their English skills. Theyalsoshowed interest in learning English, which leads to an improvement in their English skills.

10) *Berdasarkan pengalaman Anda, apa saran ataurekomendasiyangingin Anda berikan kepada guru lain yang tertarik untuk menerapkan skrip kooperatif untuk meningkatkan ketekunan siswa dalam pembelajaran bahasa Inggris?* (Based on your experience, what advice or recommendations would you give to other teachers who are interested in implementing cooperative scripts to improve students' activeness in learning English?)

Based on the question, teacher A answered *"Guru harus membangun komunikasi yang baik dengan siswa. Jika siswa tidak nyaman dengan guru, mereka tidak akan mau berpartisipasi dalam naskah kooperatif. Membangun hubungan dengan siswa adalah faktor kunci dalam keberhasilan proses pembelajaran.* (The teacher should establish good communication with the students. If the students are not comfortablewith the teacher, they will not wanttoparticipate in cooperativescripts.Buildingarapportwiththe studentsis thekey factorinthesuccessof the learningprocess.)";teacherN

answered "*Gunakanlah koperasi script. Yakarenadengankoperatifscriptini anak anak lebih banyak mau belajarnya. Nah lebih tetarik mereka lebih antusiasuntukbelajar,enggakmonotonyangmalaspundituntutuntuk kerja sama dengan kawannya ya. Itulah jadi Kooperatif Skript paling efektif, palingMudah digunakan untuk khususnya dalam readingnya.* (Use the cooperative script. Yes, because with cooperative scripts, children wantto learn more. So, they are more interested in learning more, not monotonous, even lazy ones are required to work with their friends. That is the most effective Cooperative Script, the easiest to use, especially in reading)"; and teacherRanswered"*Saransayakooperatifscriptinilayakuntuk diterapakan karena akan sangat memberikan reaksi positif kepadasiswa dalam proses pembelajaran bahasa Inggris,di mana terlihatdari mereka yang aktif , dan terjadi proses interaktif juga sesamemereka,jadi adakalanya siswa mempresentasikan hasilkerjanyaotomatisnantisiswalain juga akan diberi kesempatanuntukbertanya,danmenyanggahapayang mereka dapatkan*. (My suggestion is that this cooperative scriptis feasible to implement because it will give a very positive reaction tostudents in the English learning process, where it can be seen that they are active, and there is an interactive process with each other, so sometimes students present their work automatically later other students will also give the opportunity to ask, and refute what they get)".

Theresearcheraskedtheteachersaboutrecommendationstoother teachers who were interested in implementing cooperative scripts to improve students' activeness in learning English. The teachers suggested that teachers

should establish good communication with their students. If students did not feel comfortable with their teachers, they might hesitatetoaskforclarification when they encountered difficulties and did not interest to participate theactivity. The teachersalso recommended theimplementationof cooperative scripts in English classrooms, as students tendedtoprefer grouplearningoverindividualstudy.Bystudyingingroups,students became more enthusiastic about learning Englishduringtheclass.Itwasalso important for teachers to enhance their understanding and knowledge of cooperative scripts, enabling them to effectively apply this method in their teaching practices.

B. Discussion

Based on the finding before, there were some challenges that facedbythe teachers. The teacher also have the strategies to face the challenges. The result was described below:

1. TeacherA

The teacher thought that cooperative script did not effective for teaching in the class. The teacher felt that when this strategy applied, theteachercouldnothandle the learning process well because the students were too noisy in the class. Teacher A did not applythisstrategyanymore. But, whenTeacher Aappliedthisstrategy,theteacherfacedthischallengebyestablishinggood communication with the students. If the students were not comfortable with the teacher,theywouldnotwanttoparticipateincooperativescripts.Buildinga

rapport with the students was the key factorin thesuccessofthelearning process.

2. TeacherN

Teacher N felt difficult to make a homogeneous group, in terms of intelligence, talents and interests, or the area of residence and students who are considered by the teacher to be homogeneous. Sometimes, the students did not feel comfortable with the members of the group. Teacher N solved this challenge by giving directions or suggestion so that the students could maintain solidarity without discriminating. Teacher N also established good communication with their students. If students did not feel comfortable with their teachers, theymight hesitate to ask for clarification when they encountered difficulties and did not interest to participate the activity.

3. TeacherR

Teacher R said that the challenged that faced by her was there were still students who were shy, or were less active because they felt they are not capable, for example in speaking, to come forward. Teacher R faced this challenges by providing motivation that we all have, the ability to be successful in allthat wewill learn, meaning that when there is a will, there is effort,God willing, the results will also be in accordance with the efforts we put in.

Based on the explanation above, to overcomethesechallenges,teachersemployed various strategies. One approach mentioned was takingapersonalizedapproach with the students. By understanding the individual needs and behaviors of the students,teacherscouldaddressspecificchallengesandadapttheirteachingmethods

accordingly. For instance, the teacher mentioned in the text incentivizes students by awarding higher grades to those who volunteered to presenttheirassignmentsfirst,which encouraged participation and reduced resistance. Teachers might use classroom management techniques to maintain discipline and create a conducive learning environment. This could involve setting clear expectations, establishing rules for group work, and implementing strategies to minimize noise disruptions, such as using quiet signals or designated discussion areas.

To effectively implement cooperative scripts in the classroom and to improve students' engagement and learning outcomes, teachers could follow several ways. It was important to provide clear instructions and task allocation to ensure that students understand their roles and responsibilities within their assigned groups.Eachgroupshould be given specific tasks related to the assignments, fostering a sense of ownership and accountability. The teacher should closely monitor students' involvement and comprehension of the assigned tasks. This included offering guidance and instruction to students who might struggle with understanding the objectives.

By providing individualized support, teachers could ensure that allstudents grasped the purpose of the assignments and actively participate. Regular assessment and feedback played a crucial role in improving engagementandlearningoutcomes.Teachers should assessstudents' progress, both individually and asagroup,by evaluating their communication skills, presentation abilities,confidence,andcollaboration with group members. Timely feedbackcan guide students'learningandhelp them identify areas for improvement.

Building rapport and effective communication with students was vital. Teachers should strive to establish a positive andrespectfulclassroomenvironmentwherestudents feel comfortable asking questions and seeking clarification. Encouraging open dialogue and providing opportunities for students to express their thoughts and ideas fosters activeengagement and participation. continuousprofessional development was key for teachers to enhance their understanding and knowledge of cooperative scripts. Keeping up with effective teaching strategies, cooperative learning techniques, and instructional approaches allowed teachers to adapt cooperative scripts to different classroom contexts and student needs.

By incorporating these strategies, teachers could effectivelyimplementcooperative scripts in the classroom, promote students' engagement, and ultimately improve learning outcomes. The combination of clearinstructions,individualizedsupport, assessment and feedback, effective communication, and ongoing professional development creates an environment that maximizes the benefits of cooperative learning and facilitates students' active participation and growth.

This research was appropriate with the statement from Cheng and Warren. They said that the use of cooperative scripts in an ESL classroom led to increased student participation and improved learning outcomes.[40]Abdul Haris Sunubialso stated that cooperative Script allows students to think systematically and concentrate on learning. Learningwiththismodelallowsstudentstofindtheirownknowledgethrough

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[40]Cheng,W,&Warren,M,PeerAssessmentofLanguageProficiency.*LanguageTesting*,22(1) 93-121.

collaboration with groups. Students find ideas, information, and knowledge of what the teacher explains.[41]

Based on the explanation of discussion above,itcould be concluded that the useof cooperative scripts fosters student focus, enthusiasm,andmotivation,promotingactive participation in the learning process. It encouraged collaboration, idea generation, and public speaking skills among students. Cooperative scripts also cultivated a healthy competitive attitude andcreate a supportive learning environment. Despite challengessuch as unruly behavior and noise disruptions, teachersemployedpersonalized approaches and classroom management strategies to overcome these obstacles. To effectively implement cooperative scripts, teachersshouldprovideclearinstructions,task allocation, individualized support, and regularassessment.Buildingrapport, effective communication, and continuous professional development are essential for successful implementation. By incorporating these strategies, teachers could enhance student engagement, collaboration, and language development, leading to improved learning outcomes in the English language classroom.

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[41]R, Abdul Haris Sunubi, and Nanning, "The Implementation of Cooperative Script Learning Model to Increase Students' Intensive Speaking Skill," *Inspiring: English Education Journal* ,Volume 3 (2020):4.

CHAPTER V

CONCLUSIONAND SUGGESTION

A. Conclusion

After conducting the research, the researcher draw some conclusions as follows:

1. The teachers perceived cooperative scripts as an effective means of improving students' activeness in learning English. It enhanced focus, enthusiasm, and motivation among students, encouraging collaborative learning and active participation.

2. Teachers faced challenges such as unrulystudentsresistingassigned groupsandexcessivenoiseduring groupassignments.Theyovercamethese challenges by employing personalized approaches, incentivizing participation, and implementing classroom managementstrategies.Teacherscouldeffectively implement cooperative scripts by providing clear instructions, task allocation, individualized support, and regular assessment. Building rapport, effective communication, and continuous professional development were essential for improving student engagement and learning outcomes.

B. Suggestion

Theresearchergavesomesuggestionasfollows:

1. TheEnglishteachersaresuggestedtousecooperativescriptinteaching English language in the class.

2. ThestudentsshouldbemoreactiveinlearningEnglishtoincreasetheir ability in English language.

3. Other researchers are suggest to do the deep research about the cooperative

    script in order to know another perception about the result of this study.