



Implementing the Cooperative Script Learning Model to Support Elementary Students' Speaking Skills

Ismi Dzulqaidah^{1*}, St Kuraedah², Karim³

^{1,2,3}Institut Agama Islam Negeri Kendari, Indonesia, Indonesia

ABSTRACT

This research aims to improve students' speaking skills through the implementation of the Cooperative Script learning model in Class IV of SDN 5 Wawolesea. This study uses classroom action research (CAR), which involves four stages: planning, implementation, observation, and reflection. The subjects of the research are 10 fourth-grade students from the 2023/2024 academic year. The study was conducted in two cycles, with each cycle consisting of two meetings. Before the implementation of the model, the students' speaking performance was low, with only 47.5% of students achieving the expected outcomes and an average score of 47.5. In Cycle I, teacher and student activities improved, and student speaking skills increased to 53% in the first meeting and 58.5% in the second meeting. However, this had not yet met the success indicator of 75%. Therefore, the study continued to Cycle II. In this cycle, teacher and student participation improved significantly. In the first meeting, students' speaking skills rose to 64.5%, and in the second meeting, they reached 76%, with an average score of 76. Eight out of ten students were present. These results indicate that the Cooperative Script learning model can effectively enhance speaking skills in fourth-grade students at SDN 5 Wawolesea.

Keywords: *Speaking Skills; Application; Learning Model Cooperative Script*

1. Introduction

Language is a tool for communication between humans. Through language, people can convey messages, thoughts, and experiences to others. As a means of communication, language governs various social activities, helps in planning, and guides us toward the future. It also enables humans to analyze the past in order to gain valuable lessons for the present and the future (Padmawati et al., 2019). When someone wants to learn a language, they must first understand its linguistic aspects, which serve as the basis for assessing or evaluating speaking skills. These include word forms (pronunciation) and grammar (intonation), language articulation, and how these forms are used in communication. In

Korespondensi: Ismi Dzulqaidah  ismidzulqaidah@gmail.com

addition to linguistic elements, there are also non-linguistic aspects such as facial expressions or mimicry (Hilaliyah, 2017).

Speaking skills in elementary school are at the core of the language learning process, as they enable students to communicate both inside and outside the classroom in accordance with their psychological development (Togatorop, 2022). This aligns with the opinion of Kelly et al. (2019), who stated that speaking skills in elementary education are fundamental to language learning, as they allow students to express themselves in and beyond the classroom setting, based on their developmental stages. Recognizing the importance of speaking skills, active student involvement is essential to ensure the effectiveness of the learning outcomes. Researchers must be able to observe and understand students' learning conditions and classroom dynamics during learning activities. Teachers, as educators, play a crucial role in improving the quality of education. In the teaching and learning process, teachers are responsible for encouraging, guiding, and facilitating student learning in order to achieve educational goals. They are also responsible for monitoring classroom situations to support students' development (Darmadi, 2015).

For example, a previous researcher observed that learning in an elementary school was still dominated by teacher-centered instruction. As a result, students found the learning activities unengaging and monotonous, since they were not encouraged or challenged to participate actively. Based on the preliminary observations conducted at SDN 5 Wawolesea, the researcher identified problems related to the lack of students' speaking skills and low participation in the learning activities delivered by the teacher.

Based on an interview with the fourth-grade teacher at SDN 5 Wawolesea, it was revealed that several students still lacked self-confidence and speaking skills. This was evident when students were assigned to deliver presentations, during which only a small number, approximately 30%, were able to meet the Minimum Mastery Criteria (KKM) for Indonesian language, which is a score of 70. Meanwhile, the success indicator for this study is set at 75% or a score of 75. Students who met the criteria demonstrated fluent speaking abilities and fulfilled the necessary aspects of speaking skills. In contrast, the 60% of students who did not reach the expected level showed low speaking skills, which could be identified by several indicators: (1) frequent repetition of the same vocabulary, reflecting poor word choice; (2) lack of fluency in speech; (3) disorganized sentence structure; and (4) speech that was overly lengthy and unclear. When asked to practice speaking in front of the class, some students were fearful and unwilling to follow the teacher's instructions.

To help overcome these issues, a different learning model is needed. One suitable alternative is the Cooperative Script learning model. After a preliminary consultation with Mr. Riwayanto, S.Pd., the fourth-grade teacher at SDN 5 Wawolesea, the teacher agreed to the researcher's proposal to implement the Cooperative Script model to help improve students' speaking skills. Cooperative Script is a learning model in which students work in pairs and take turns orally summarizing sections of the learning material. This strategy is designed to help students think systematically and focus on the subject matter. It also trains students to collaborate with one another in an enjoyable and engaging learning atmosphere (Harefa et al., 2020). The Cooperative Script model enables students to identify main ideas from the teacher's explanations, encourages

them to express their ideas verbally in problem-solving activities, compare their ideas with their peers', and motivates less confident students to articulate their thoughts (Rahmadani & Hurriyah, 2019).

The effectiveness of the Cooperative Script model has been supported by several research studies. However, specific research focusing on its application to enhance speaking skills remains limited. For instance, Meilani & Sutarni (2016) examined the use of the Cooperative Script model to improve academic achievement, with research subjects from senior high school. In contrast, the current study focuses on improving speaking skills in elementary school students. Darojat et al. (2018) also explored the model in a fourth-grade context, but their study did not deeply address the Indonesian language component as a means of enhancing speaking skills. Another study by Mahdalena & Sain (2020) applied the Cooperative Script model in geography subjects and focused on learning outcomes rather than speaking skills. These differences highlight that research specifically examining the Cooperative Script model to support elementary students' speaking skills is still relatively scarce and has different contextual designs from the current study.

Based on the above background, the researcher is interested in conducting this study. The purpose of the research is to evaluate the implementation of the Cooperative Script learning model in improving the speaking skills of fourth-grade students at SDN 5 Wawolesea, North Konawe Regency, and to identify whether the model is effective in enhancing these skills. The benefits of this study are expected to support the learning process by improving students' speaking abilities and understanding of the subject matter. Moreover, this thesis can serve as a reference for educators in selecting effective teaching models, provide valuable information to schools for improving educational quality, and broaden the researcher's knowledge through classroom action research. For future researchers, this study may also serve as a reference and source of information for related research.

2. Methods

Classroom Action Research (CAR), also known as PTK (Penelitian Tindakan Kelas), was employed in this study. The subjects of the research were the teacher and ten fourth-grade students of SDN 5 Wawolesea, consisting of 3 male and 7 female students. The object of this study was the entire process and outcomes of implementing the Cooperative Script learning model in the Indonesian language subject for fourth-grade students at SDN 5 Wawolesea during the 2023/2024 academic year.

The procedure of this classroom action research consists of four stages: planning, implementation of action, observation, and reflection. These stages are carried out systematically to ensure that each phase supports the next in achieving the research objectives. Planning involves preparing lesson plans, learning materials, and assessment tools based on the identified problems. The implementation stage focuses on applying the Cooperative Script learning model in the classroom. During observation, data is collected regarding student activities, participation, and speaking skills. Finally, the reflection stage involves analyzing the results to determine the effectiveness of the actions taken and planning improvements for the next cycle.

This research was conducted over two cycles, with each cycle consisting of two meetings. Each cycle was designed based on the learning competencies targeted for improvement. The first cycle aimed to introduce and familiarize students with the Cooperative Script model, while the second cycle focused on strengthening and enhancing their speaking skills. By conducting the research in two cycles, the researcher was able to identify progress, evaluate the learning process, and make necessary adjustments to optimize student engagement and skill development.

The data collection techniques used in this study included observation, tests, and documentation. Observation was conducted to monitor student activities, participation, and responses during the learning process using the Cooperative Script model. Tests were used to measure students' speaking skills before and after the implementation of the learning model to evaluate their progress. Documentation involved collecting relevant materials such as lesson plans, student worksheets, photos, and other supporting evidence to strengthen the findings and provide a comprehensive overview of the learning process.

The data analysis in this study used descriptive analysis techniques to calculate the average scores, class mastery, and the improvement of students' learning outcomes in each cycle. This analysis aimed to observe the progress of students' speaking skills before and after the implementation of the Cooperative Script learning model. The data collected from observations, tests, and documentation were examined to identify trends, patterns, and levels of student participation and achievement in each cycle. The performance indicator for the success of this study was determined by students' ability to apply speaking skills effectively. The study was considered successful if at least 75% of the students demonstrated an improvement in their speaking abilities. This included aspects such as fluency, clarity, vocabulary usage, sentence structure, and confidence in speaking activities. Meeting this target would indicate that the Cooperative Script model had a positive impact on enhancing the speaking skills of fourth-grade students at SDN 5 Wawolesea.

3. Findings and Discussion

3.1 Findings

This Classroom Action Research was conducted at SD Negeri 5 Wawolesea, located in Kelurahan Wawolesea. The school is situated along the main road near the entrance to the Wawolesea Hot Spring tourist site. Overall, the school's physical condition is fairly good, as seen in the organized and well-maintained principal's office and schoolyard. However, there are still a few classrooms that require renovation. The school occupies an area of approximately 5,000 square meters and includes six classrooms, one principal's office, one teachers' room, one storage room, one health unit (UKS) room, one library, and two restrooms with toilets. In the 2023/2024 academic year, SD Negeri 5 Wawolesea has a total of 58 students, one principal, and eight teaching staff members, consisting of seven classroom teachers and one Islamic Religion Education teacher.

Pre-Cycle

Please let me know what you'd like to include in the *Pre-Cycle* section so I can continue accordingly: such as results, observations, or activities conducted before implementing the action.

Table 1. Assessment of Speaking Skills of Fourth-Grade Students at SDN 5 Wawolesea (Pre-Cycle)

No	Indicator					N Score	Score	
	1	2	3	4	5		T	NT
1	5	5	5	5	5	25		√
2	10	5	10	10	5	40		√
3	10	10	10	10	5	45		√
4	15	15	10	15	15	70	√	
5	-	-	-	-	-	-		√
6	15	15	15	10	10	65		√
7	10	10	5	10	5	40		√
8	15	10	10	10	10	55		√
9	10	5	5	10	5	35		√
10	10	10	10	10	5	45		√

Based on the pre-cycle results, which fell into the "fair" category but still required significant improvement, the researcher informed the subject teacher about the need to implement the Cooperative Script learning model to help enhance students' speaking skills. In addition, the researcher and teacher collaboratively planned the schedule for the implementation of the action. During the pre-cycle stage, students' confidence in speaking was identified as the weakest aspect, highlighting the need for focused intervention. Therefore, through the application of the Cooperative Script model, it is expected that students' speaking abilities, particularly their confidence will improve. The model provides opportunities for students to actively engage in structured discussions with their peers, allowing them to build vocabulary, organize their ideas more clearly, and express themselves with greater confidence.

Cycle I

Based on the observation results of students' learning activities in the Indonesian language subject after the implementation of the Cooperative Script learning model in Cycle I, during both the first and second meetings, data on learning activities were obtained as follows:

Table 2. Observation Sheet of Teacher Activity in Cycle I – Meeting I and Meeting II

No	Indicators / Aspects Observed	Meeting I				Meeting II			
		1	2	3	4	1	2	3	4
1.	The teacher gives an apperception to the students.	√					√		
2	The teacher conveys the learning objectives.	√					√		
3	The teacher focuses the students' attention on the learning material.		√					√	
4	The teacher divides the students into pairs.		√				√		
5	The teacher distributes the reading text/material to be summarized.		√					√	
6	The teacher observes the students' summary results.		√					√	
7	Together with the students, the teacher determines who will be the first speaker.		√					√	

8	The speaker reads their summary as completely as possible, including the main ideas.	✓	✓
9	The teacher asks the students to switch roles—from speaker to listener and vice versa.	✓	✓
10	The teacher concludes the lesson material.	✓	✓
11	The teacher closes the lesson.	✓	✓

Based on the observation data presented in the table above, it can be seen that several indicators of teacher activity were still lacking during Cycle I in both the first and second meetings. In the first meeting, the indicators with the lowest score of 1 were indicators 1, 2, 9, and 10. These were carried out but did not meet the expected aspects, were ineffective, and not aligned with the allocated time. The indicators with a "fair" score were indicators 3, 4, 5, 6, 7, 8, and 11, which were implemented according to the aspects but were still ineffective and not time-appropriate. This indicates that the teacher had not yet fully prepared for the application of the learning model in front of the students. In the second meeting, several aspects scored 2 (fair), including indicators 1, 2, 4, 8, 10, and 11, which were implemented and aligned with the aspects, but were still ineffective and not on time. Meanwhile, the "good" aspects, scoring 3, were found in indicators 3, 5, 6, 7, and 9, which were carried out effectively and aligned with the aspects, although they still lacked punctuality. This suggests that the teacher's activities still need improvement in the next cycle. The next step is to present the observation data of student activities during the first and second meetings, as shown in the following table:

Table 3. Student Activity Observation Sheet in Cycle I – Meeting 1 and Meeting 2

No	Indicators / Aspects Observed	Meeting I			Meeting II			
		1	2	3	1	2	2	1 2
1.	Students listen to the apperception delivered by the teacher.	✓					✓	
2	Students listen to the learning objectives.	✓					✓	
3	Students focus their attention on the learning material being studied.		✓					✓
4	Students sit in pairs (grouped).	✓					✓	
5	Students read the text/material and create a summary.		✓					✓
6	Students show their summary results to the teacher.		✓					✓
7	Students, together with the teacher, determine who will first take the role of speaker and who will be the listener.		✓					✓
8	Students acting as speakers read their summaries as completely as possible, including the main ideas.		✓				✓	
9	Students switch roles—from listener to speaker and vice versa.	✓						✓
10	Students write down the conclusion of the learning material.	✓					✓	

11	Students respond to the teacher's closing statements.	√	√
----	---	---	---

Based on the observation data shown in the table above, it can be seen that several student activity indicators were still lacking during Cycle I in both the first and second meetings. In the first meeting, a score of 1 (poor) was recorded for indicators 1, 2, 4, 9, and 10. These activities were carried out but did not meet the expected aspects, were ineffective, and not completed within the appropriate time. A score of 2 (fair) was found for indicators 3, 5, 6, 7, 8, and 11, which were aligned with the aspects but still lacked effectiveness and timeliness. Therefore, student activities still needed to be improved in the following meeting, as several weaknesses remained. In the second meeting, improvements were observed in some indicators. A score of 2 (fair) was noted in indicators 1, 2, 4, 8, 10, and 11—these were performed and aligned with the aspects but were still ineffective and not on time. A score of 3 (good) was observed in indicators 3, 5, 6, 7, and 9, which were carried out effectively and aligned with the aspects, although they were still not timely. Based on this analysis, student activity still needs to be improved in the next meeting to meet the expected performance indicators. Several aspects must be further strengthened in future sessions to reach the success criteria.

Table 4. Assessment of Speaking Skills of Fourth-Grade Students at SDN 5 Wawolesea

Student	Meeting I						Meeting II									
	Indicator					N Scor	Score		Indicator					N Scor	Score	
	1	2	3	4	5		T	TT	1	2	3	4	5		T	TT
1	5	5	5	5	5	25	√		5	5	5	5	5	25	√	
2	10	5	10	10	5	40	√		10	5	10	10	5	40	√	
3	10	10	10	10	5	45	√		10	10	10	10	10	50	√	
4	15	15	10	15	15	70	√		15	15	10	15	15	70	√	
5	-	-	-	-	-	-	√		10	15	10	10	10	55	√	
6	15	15	15	10	10	65	√		15	15	15	10	15	70	√	
7	10	10	5	10	5	40	√		10	10	5	10	10	45	√	
8	15	10	10	10	10	55	√		15	10	10	10	10	55	√	
9	10	5	5	10	5	35	√		10	5	5	10	5	35	√	
10	10	10	10	10	5	45	√		10	10	10	10	10	50	√	
Average Score						47,5	√							53	√	

The data presented above reflects five assessment aspects based on speaking skill indicators observed during the first and second meetings. In the first meeting, the average speaking skill score of fourth-grade students at SDN 5 Wawolesea was 53, with only 2 out of 10 students meeting the minimum mastery criteria. This result indicates that improvement is still necessary. Among the five speaking indicators, three aspects were identified as needing the most improvement: vocabulary, fluency, and students' confidence in speaking in front of the class. In the second meeting, the average speaking skill score increased to 58.5, with 4 out of 10 students achieving the mastery level. Although this is still categorized as needing improvement, progress was observed across all five speaking indicators. Based on this analysis, it is necessary to continue with the next meeting using the Cooperative Script learning model, which is expected to address the existing challenges and further enhance students' speaking abilities compared to previous cycles.

Cycle II

The Indonesian language learning process using the Cooperative Script learning model continued into Cycle II, which consisted of two meetings: the first and the second. The activities carried out during Cycle II, in both meetings, are outlined as follows:

Table 5. Teacher Activity Observation Sheet in Cycle II – Meeting I and Meeting II

No	Indicators / Aspects Observed	Meeting I			Meeting II		
		1	2	3	1	2	2
1.	The teacher provides an apperception to the students.	√				√	
2	The teacher delivers the learning objectives.	√				√	
3	The teacher focuses students' attention on the material being studied.		√				√
4	The teacher divides students into pairs.		√			√	
5	The teacher distributes the text/material to be read and summarized.		√				√
6	The teacher observes the students' summary results.		√				√
7	The teacher and students decide who will go first.		√				√
8	The speaker reads their summary as completely as possible, including the main ideas.		√			√	
9	The teacher asks students to switch roles, from speaker to listener and vice versa.	√					√
10	The teacher provides a conclusion of the lesson material.	√				√	
11	The teacher closes the lesson.		√			√	

Table 5 presents the observation data of teacher activities during Cycle II in both the first and second meetings. In the first meeting, a score of 1 (poor) was recorded for indicators 1, 2, 9, and 10, which were carried out but did not align with the expected aspects, were ineffective, and were not completed within the allocated time. A score of 2 (fair) was given for indicators 3, 4, 5, 6, 7, 8, and 11, which were implemented in accordance with the aspects but still lacked effectiveness and punctuality. This indicates that the teacher's activities still needed improvement to achieve better results in the next meeting. In the second meeting, a score of 2 (fair) was observed for indicators 1, 2, 4, 8, 10, and 11, which were aligned with the aspects but were still ineffective and not time-efficient. Meanwhile, a score of 3 (good) was given for indicators 3, 5, 6, 7, and 9, which were performed in accordance with the aspects and were effective, though still lacking timeliness. These results indicate that teacher activity in this cycle had improved and that no further meeting was required.

The next step taken by the researcher was to present the observation data of student activities in Cycle II during both meetings, as shown in the table below:

Table 6. Student Activity Observation Sheet in Cycle II – Meeting I and Meeting II

Meeting II									
No	Indicators / Aspects Observed	Meeting I			Meeting II				
		1	2	3	1	2	2	1	2
1.	Students listen to the apperception given by the teacher.		√					√	
2	Students listen to the learning objectives.			√					√
3	Students focus on the learning material being studied.			√				√	
4	Students sit in groups (in pairs).			√					√
5	Students read the text/material and create a summary.			√					√
6	Students show their summary results to the teacher.			√					√
7	Students and the teacher determine who will act as the speaker and who as the listener.			√					√
8	Students, as speakers, read their summaries as completely as possible, including the main ideas.			√				√	
9	Students switch roles—from listener to speaker and vice versa.			√				√	
10	Students write down the conclusion of the lesson.			√				√	
11	Students respond to the teacher's closing statement.			√				√	

The table above presents the results of student activity observations during Cycle II, covering both the first and second meetings. In the first meeting, the majority of indicators or observed aspects were in the "good" category (score of 3), meaning they were carried out in accordance with the indicators and effectively, although not within the allocated time. Only indicator 2 remained in the "fair" category. Therefore, student activities still needed to be improved in the following meeting. In the second meeting, significant improvement was observed, with all indicators falling into the "good" or "very good" categories. Based on these results, student activity during this session was significantly better and did not require continuation to the next cycle.

Table 7. Assessment of Speaking Skills of Fourth-Grade Students at SDN 5 Wawolesea – Cycle II, Meeting I and Meeting II

Student	Meeting I						Meeting II									
	Indicator					N Scor	Nilai		Indicator					N Scor	Nilai	
	1	2	3	1	2		1	2	1	1	2	4	1		T	1
1	10	10	10	10	10	50		√	10	10	10	10	10	60		√
2	15	10	10	10	10	55		√	15	10	10	10	10	60		√
3	15	10	10	10	15	60		√	15	10	10	10	15	70		√
4	15	15	10	15	20	75	√		15	15	10	15	20	90		√
5	15	15	10	15	15	70	√		15	15	10	15	15	80		√
6	15	15	10	15	15	70	√		15	15	10	15	15	85		√
7	15	15	10	10	10	60		√	15	15	10	10	10	70		√
8	15	15	10	15	15	70	√		15	15	10	15	15	85		√
9	15	10	10	15	15	65		√	15	10	10	15	15	75		√
10	15	10	10	15	20	70	√		15	10	10	15	20	85		√

Average Score	64,5	✓	76	✓
---------------	------	---	----	---

The table above presents the assessment data of students' speaking skills during Meeting I and Meeting II. In Meeting I, based on the five assessment aspects, the average speaking skill score of fourth-grade students at SDN 5 Wawolesea was 64.5, with 5 out of 10 students achieving the minimum mastery criteria. This result is still categorized as needing improvement. In Cycle II, improvements were observed across all five speaking skill indicators. In Meeting II, the average score increased to 76, with 8 out of 10 students achieving the expected level of mastery. This indicates that the improvement in speaking skills across the five indicators had reached the success criteria. Therefore, this second cycle shows better results than the previous one, and no further meetings are necessary. To illustrate the average speaking skill scores from the pre-cycle, Cycle I, and Cycle II, a diagram is presented below.

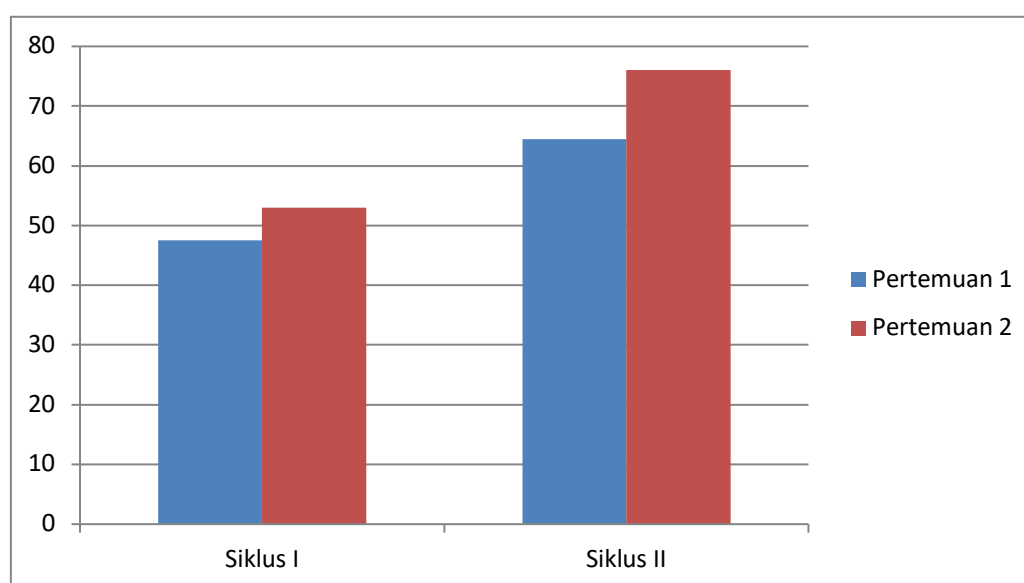


Figure 1. Speaking Skills of Fourth-Grade Students at SDN 5 Wawolesea in Cycle I and Cycle II

The figure illustrates an improvement in students' speaking skills following the implementation of the Cooperative Script learning model. In the first cycle, students' progress began to emerge, although it was still at an initial stage. By the second cycle, a more significant improvement was evident in both the first and second meetings, reflecting that this strategy became increasingly effective in fostering active participation, collaboration, and students' confidence in expressing their ideas orally. Overall, the chart confirms that the application of Cooperative Script can gradually and consistently support the development of elementary students' speaking skills.

3.2 Discussion

Results of Cycle I Action

In this classroom action research, the researcher was assisted by the teacher as a collaborator/observer to monitor students' speaking skills during the learning process. Based on the observations in Cycle I, the learning activities using the Cooperative Script model were conducted fairly well. However, several teaching activities were not fully implemented in the first meeting of Cycle I. For example, the teacher had not properly prepared the learning media before class,

resulting in the teacher having to leave the classroom during the lesson to retrieve materials. Additionally, the teacher did not clearly convey the learning objectives. In the second meeting of Cycle I, one key issue was that the teacher did not check the students' readiness at the beginning of the lesson, which caused students to lose focus and engage in off-task behavior.

Student activities were also not fully effective in the first meeting of Cycle I. Many students were distracted, unfocused, and still unfamiliar with the learning model. In the second meeting, several students struggled to carry out some speaking skill indicators. Some students were indifferent and did not pay attention to their peers presenting in front of the class.

Nonetheless, the second meeting of Cycle I showed some improvement. Student engagement in the first and second meetings reached 55% and 68% respectively. As for the students' speaking skills, several areas still required improvement in both meetings of Cycle I. Many students were unable to distinguish sentence structure from vocabulary effectively. Some lacked confidence to speak in front of the class, and others still stuttered while reading dialogue texts.

Results of Cycle II Action

In Cycle II, during the first meeting, improvements were made by re-implementing the Cooperative Script learning model. In this classroom action research, the researcher was assisted by the classroom teacher as a collaborator/observer to monitor student activities during the learning process. Based on the observations from Cycle I, the learning activities using the Cooperative Script model continued in Cycle II. In both Meeting I and Meeting II of Cycle II, the teacher activity observation sheets showed an improvement in teaching performance compared to the previous cycle. This improvement indicates that the weaknesses identified in Cycle I were successfully addressed in the implementation of Cycle II.

Likewise, the student activity observation sheets in Meeting I and II of Cycle II showed an increase in the percentage of achievement across all indicators. This improvement demonstrates that the weaknesses in Cycle I were corrected during the implementation of Cycle II. By this stage, students' learning activities in the Indonesian language subject had reached the success indicator of 75%, both in terms of individual indicator scores and average scores. In the second meeting, all aspects were successfully followed and implemented by the students. The percentage of student learning activity in Cycle II Meeting I was 85%, and in Meeting II it increased to 93%. Thus, student learning activity during both meetings met the success criteria, and no further cycle was needed.

In terms of speaking skills, students in Cycle II Meeting I already showed improvement compared to the previous cycle. However, the success indicator had not yet been fully achieved, making a second meeting necessary. In Cycle II Meeting II, the success indicator was achieved, with students showing significantly more confidence than before. The percentage of students' speaking skill mastery in Cycle II Meeting I was 64.5%, and in Meeting II it increased to 76%. Therefore, students' speaking skills in Meeting II met the success criteria, and no additional cycle was needed.

The activities embedded within the Cooperative Script learning model can foster students' speaking skills during the learning process. This is because the

steps in the Cooperative Script model include structured activities that encourage students to be more active in speaking, presenting the results of their work, and engaging in interaction with both peers and the teacher during the delivery of lesson content. This model effectively promotes students' speaking ability through collaborative learning. The increase in students' confidence in expressing their own opinions or ideas serves as a measurable indicator of improved speaking skills. Based on the previous explanation of students' speaking performance, it can be concluded that the Cooperative Script learning model has enhanced the speaking abilities of fourth-grade students at SDN 5 Wawolesea. This improvement is evident through the increased speaking performance observed in both individual and group activities during Cycles I and II. According to observations made by the researcher, this improvement is closely linked to the growing confidence of students when engaging in learning activities using the Cooperative Script model.

Based on the students' speaking scores, it can be concluded that one of the inhibiting factors in this model is the students' need to adapt to the Cooperative Script learning approach. Many students were still unable to move away from the traditional teacher-centered learning habit. They were more accustomed to merely listening to the teacher and writing down what was found in textbooks. Therefore, student learning activities play a crucial role in determining the effectiveness of the learning process. As stated by Effendi (2016), effective guidance is characterized by teaching that provides opportunities for students to learn independently or engage in self-directed activities. In addition to student-related factors, teacher-related factors also significantly influence the success of this model. This is evident when reviewing the teacher's instructional activities in Cycle I, which clearly impacted both learning outcomes and students' speaking skills in Cycle II. In an effort to address the shortcomings still present in Cycle I, the researcher, acting as the model with the help of the classroom teacher as the observer, conducted a reflection on the identified problems. This reflection aimed to recognize the deficiencies and weaknesses in the teaching process that led to low speaking skills among students in Cycle I. Improvements were then made in the subsequent cycle, particularly in how the teacher explained the learning model to be used.

The above improvement measures were carried out with the goal of ensuring a better teaching and learning process in Cycle II. Therefore, in both meetings of Cycle II, the researcher made maximum efforts to facilitate an effective learning environment by engaging students and ensuring they understood the material or texts provided during Indonesian language lessons. This research aligns with the findings of Syawaluddin & Siagian (2022), who assert that in developing learning experiences, the teacher should not merely serve as the sole source of knowledge delivering material to students. More importantly, the teacher must act as a facilitator who encourages students to actively engage in the learning process. Thus, effective learning development requires teachers to be creative and innovative so that they can tailor their instruction to suit students' learning styles and characteristics.

The implementation of the action began with Cycle I, which was carried out over two meetings. In Cycle I, several issues were still present. First, students were not yet familiar with the Cooperative Script learning model, which caused confusion during the learning process. Second, students were not accustomed to a learning style that required them to present in front of the class. Third,

many students were still hesitant to present their ideas in front of their peers due to feelings of shyness, lack of confidence, and fear of making mistakes. As a result, the percentage of students' speaking skills in Cycle I was only 58.5%. In Cycle II, the application of the Cooperative Script model was conducted more effectively. Students showed greater confidence compared to the previous cycle, demonstrating their willingness to present their answers in front of the class and work well with their partners. They also displayed increased enthusiasm during the learning process. The percentage of student learning activity in Cycle II increased to 76%. These findings indicate that students' learning engagement improved in each cycle, as reflected in the average speaking skill score, which rose from 58.5% in Cycle I to 76% in Cycle II.

These results are consistent with research by Yuliana et al. (2022) entitled *"The Application of the Cooperative Script Learning Model on Indonesian Language Learning Outcomes in Elementary School,"* which found that the Cooperative Script model effectively improved the Indonesian language learning outcomes of third-grade students at SD Negeri Sumber Jaya. Similarly, a study by Ndruru et al. (2022) entitled *"The Application of the Cooperative Script Learning Model to Improve Students' Intensive Reading Ability"* reported significant improvements in students' reading performance using the Cooperative Script model. In Cycle I, the lowest score was 49 and the highest was 75.69, with an average score of 59.03. In Cycle II, the scores improved to a minimum of 76.69 and a maximum of 90, with an average of 81.74. Researcher observations also showed that student activity rose from 56.94% and 70.83% in Cycle I meetings to 77.33% and 90.27% in Cycle II. Student observations increased from 51.51% and 70.83% in Cycle I to 91.28% and 94.69% in Cycle II, respectively.

4. Conclusion

The improvement of speaking skills through the use of the Cooperative Script learning model in Indonesian language lessons involved several preparations, including developing modules, creating instruments such as observation sheets, and preparing documentation tools such as a camera to record learning activities. The steps in improving speaking skills using the Cooperative Script model include the teacher grouping students in pairs. The teacher then provides reading materials or discourse to be discussed and presented by students, who are encouraged to incorporate their own main ideas when presenting in front of their peers. The teacher assigns roles as reader and listener: the reader reads the results of their work, and the listener listens and adds any missing points. The roles are then switched, allowing each student to experience both roles.

Student activity in Cycle I, Meeting I, was not yet optimal. In this meeting, the researcher faced some challenges, including the lack of student interest in the Cooperative Script model introduced by the researcher. As a result, the implementation in this cycle was not yet fully effective and needed to be continued in the next cycle. In the second meeting, the students began to show more interest in the Cooperative Script learning model. By Cycle II, the students were actively engaged and successfully practiced the Cooperative Script model according to the assessment criteria. Teacher activity in Cycle I was categorized as "fair," but improved to "good" in Cycle II. The speaking skills of fourth-grade students at SDN 5 Wawolesea in the Indonesian language subject improved

through the use of the Cooperative Script learning model. The percentage of speaking mastery in Cycle I was 58%, which increased to 76% in Cycle II. Thus, the implementation of the Cooperative Script model resulted in a noticeable improvement in the Indonesian language learning outcomes for fourth-grade students at SDN 5 Wawolesea.

Bibliography

- Darmadi, H. (2015). Tugas, peran, kompetensi, dan tanggung jawab menjadi guru profesional. *Jurnal Edukasi*, 13(2), 161–174. <https://doi.org/https://doi.org/10.31571/edukasi.v13i2.113>
- Darojat, Q., Ani, H. M., & Suyadi, B. (2018). Penerapan Model Pembelajaran Cooperative Script Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial*, 12(2), 207. <https://doi.org/10.19184/jpe.v12i2.8321>
- Effendi, M. (2016). Integrasi Pembelajaran Active Learning dan Internet-Based Learning dalam Meningkatkan Keaktifan dan Kreativitas Belajar. *Nadwa: Jurnal Pendidikan Islam*, 7(2), 283–309. <https://doi.org/10.21580/nw.2013.7.2.563>
- Harefa, D., Gee, E., Ndruru, M., Sarumaha, M., Ndraha, L. D. M., Ndruru, K., & Telaumbanua, T. (2020). Penerapan Model Pembelajaran Cooperative Script untuk Meningkatkan Hasil Belajar Matematika. *JKPM (Jurnal Kajian Pendidikan Matematika)*, 6(1), 13. <https://doi.org/10.30998/jkpm.v6i1.6602>
- Hilaliyah, T. (2017). Tes Keterampilan Berbicara Siswa Dalam Pembelajaran. *Jurnal Membaca (Bahasa dan Sastra Indonesia)*, 2(1), 83. <https://doi.org/10.30870/jmbasi.v2i1.1559>
- Kelly, V., Suryani, & Abdussamad. (2019). Peningkatan kemampuan berbicara Bahasa Indonesia menggunakan lingkungan sebagai sumber belajar di kelas V SD. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4(27), 1–11. <https://doi.org/http://dx.doi.org/10.26418/jppk.v4i12.12694>
- Mahdalena, S., & Sain, M. (2020). Meningkatkan Hasil Belajar Siswa melalui Penerapan Model Pembelajaran Cooperative Script pada Mata Pelajaran Ilmu Pengetahuan Sosial Kelas VA Siswa Sekolah Dasar Negeri 010 Sungai Beringin. *ASATIZA: Jurnal Pendidikan*, 1(1), 118–138. <https://doi.org/10.46963/asatiza.v1i1.63>
- Meilani, R., & Sutarni, N. (2016). PENERAPAN MODEL PEMBELAJARAN COOPERATIVE SCRIPT UNTUK MENINGKATKAN HASIL BELAJAR. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 176. <https://doi.org/10.17509/jpm.v1i1.3349>
- Ndruru, M., Harefa, T., & Harefa, N. A. J. (2022). Penerapan Model Pembelajaran Cooperative Script Dalam Meningkatkan Kemampuan Membaca Intensif Siswa. *Educativo: Jurnal Pendidikan*, 1(1), 96–105. <https://doi.org/10.56248/educativo.v1i1.14>
- Padmawati, K. D., Arini, N. W., & Yudiana, K. (2019). Analisis Keterampilan Berbicara Siswa Kelas V Pada Mata Pelajaran Bahasa Indonesia. *Journal for Lesson and Learning Studies*, 2(2), 190–200.

<https://doi.org/10.23887/jlls.v2i2.18626>

- Rahmadani, W., & Hurriyah, H. (2019). Model Pembelajaran Cooperative Script dalam Mendorong Aktivitas Belajar IPA-Fisika. *Natural Science*, 5(2), 41–53. <https://doi.org/10.15548/nsc.v5i2.1092>
- Syawaluddin, F. A., & Siagian, T. (2022). Peran Guru Pendidikan Agama Islam dalam Penerapan Pembelajaran Berorientasi Aktivitas Siswa (PBAS). *PENA Cendekia*, 5(1). <https://ejurnal.univalabuhanbatu.ac.id/index.php/pena/article/view/470>
- Togatorop, J. B. (2022). Meningkatkan Keterampilan Berbahasa Siswa Melalui Teknik Berbicara. *OSF Preprints*, 4(2), 97–101. <https://doi.org/https://doi.org/10.31219/osf.io/vrbxj>
- Yuliana, E., Satria, T. G., & Kusnanto, R. A. B. (2022). Penerapan Model Pembelajaran Cooperative Script Terhadap Hasil Belajar Bahasa Indonesia SD. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 1(3), 203–210. <https://doi.org/10.47709/educendikia.v1i3.1356>