

THE INFLUENCE OF THE COOPERATIVE SCRIPT METHOD ON SELF-CONFIDENCE AND ITS IMPACT ON STUDENTS' PUBLIC SPEAKING SKILLS

PENGARUH METODE COOPERATIVE SCRIPT TERHADAP RASA PERCAYA DIRI SERTA DAMPAKNYA TERHADAP KETERAMPILAN PUBLIC SPEAKING SISWA

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Abstract

This research aims to examine the relationship of the cooperative script method in increasing self-confidence and its impact on public speaking skills. This study used path analysis with 37 students as the sample. Data collection was through a questionnaire to assess learning methods, self-confidence, and public speaking skills. The data were analyzed through linear regression and Sobel tests. The results showed that: 1) the cooperative script method had an influence on students' self-confidence, 2) students' self-confidence had an influence on their public speaking skills, and 3) the cooperative script method did not have a significant direct effect on students' public speaking skills so that the cooperative script method has an indirect effect on students' public speaking skills through self-confidence as a mediating variable. Therefore, to improve public speaking skills indirectly, learning methods or models that affect self-confidence are needed because self-confidence is one of the components that can affect students' public speaking skills.

Keywords: *Cooperative Script, Self-Confidence, Public Speaking*

Abstrak

Penelitian ini bertujuan untuk menguji hubungan metode kooperatif skrip dalam meningkatkan kepercayaan diri dan dampaknya terhadap keterampilan berbicara di depan umum. Penelitian ini menggunakan analisis jalur dengan sampel sebanyak 37 siswa. Pengumpulan data melalui angket untuk menilai metode pembelajaran, rasa percaya diri, dan keterampilan berbicara di depan umum. Data dianalisis melalui regresi linier dan uji Sobel. Hasil penelitian menunjukkan bahwa: 1) metode kooperatif skrip memberikan pengaruh terhadap kepercayaan diri siswa, 2) rasa percaya diri siswa mempunyai pengaruh terhadap keterampilan berbicara di depan umum, 3) metode kooperatif skrip tidak memberikan pengaruh langsung yang signifikan terhadap keterampilan berbicara di depan umum sehingga metode kooperatif skrip memberikan pengaruh tidak langsung terhadap keterampilan berbicara di depan umum siswa melalui kepercayaan diri sebagai variabel mediasi. Oleh karena itu, untuk meningkatkan keterampilan berbicara di depan umum secara tidak langsung diperlukan metode atau model pembelajaran yang mempengaruhi rasa percaya diri karena rasa percaya diri merupakan salah satu komponen yang dapat mempengaruhi kemampuan berbicara di depan umum.

Kata Kunci: *Cooperative Script, Rasa Percaya Diri, Public Speaking*

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1. Introduction

Critical thinking is difficult to understand and define (Yasin & Khasbulloh, 2022), but public speaking skills support students' critical thinking (Fathoni, Asfahani, Munazatun, & Setiani, 2021). Public speaking is a process that conveys ideas or thoughts to others through spoken language (Oktavianti & Rusdi, 2019). Public speaking skills must be trained, fostered, and developed early. Children who are used to conveying their ideas or thoughts will be more expressive and have the potential to continue to develop (Nurcandrani, Asriandhini, & Turistiati, 2020).

Public speaking seems easy because it is considered only speaking in public or audiences, but it is difficult to practice. This is related to each individual's self-confidence (Nadiyah & Arina, 2019). A person with low self-esteem tends to close himself off, is easily frustrated, is awkward when dealing with others, and has difficulty accepting his/her reality (Ifdil, Denich, & Ilyas, 2017). So, it is hard to express his/her opinion. Research conducted by Fakhroh & Hidayatullah (2018) showed that students tend to be reluctant to speak in public because they feel insecure and shy in expressing their opinions. Oktavianti & Rusdi (2019) found that students still do not fully own public speaking. This shows irony because public speaking skills are required to increase competence in the professional world (Bylkova, Chubova, & Kudryashov, 2021).

Low self-esteem can also be found among the fifth-grade students at MI Al-Anwar Sarang. This is based on observations made by researchers during the thematic learning process in class. During the initial observation process, the researcher saw that there were only 4 students who actively asked questions and expressed their opinions. This problem needed to find a solution. One of the solutions chosen to increase students' self-confidence and public speaking was the cooperative script method. Research has been carried out on improving speaking skills using the cooperative script method. This was done by Azmi, Asrin, & Setiawan (2022), who stated that cooperative scripts could improve the speaking skills of the fourth-grade students of Gugus 1 Sape. Then, the research conducted by Dita (2017) showed an increase in the speaking skills of the fifth-grade students at SDN Karangmojo through a cooperative script. Among the studies conducted, no one has examined using the cooperative script method as a mediating variable in improving public speaking skills through self-confidence.

The cooperative script method teaches students to learn in pairs and verbally describe the material being studied (Komalasari, 2017). This method does not only use one activity, but various activities can be carried out independently by students. The researcher's decision to choose the cooperative script method to improve students' public speaking skills through self-confidence is a mediating variable because this method accommodates various activities that can make students more active in the learning process. In addition, the cooperative script method can train students to listen, speak, analyze, and write so that they are no longer passive and are more confident to be actively involved in learning (Damayanti, 2018).

Based on these findings, the researcher aims to examine the relationship between the cooperative script method and increasing self-confidence and its impact on the public speaking skills of the second-grade students at MI Al-Anwar Sarang.

2. Research Method

This research used a quantitative approach, in which researchers tried to explain the relationship of the cooperative script method as an independent variable, with public speaking skills as the dependent variable and self-confidence as a moderating variable through path analysis tests. The population in this study was 37 second-grade students of MI Al-Anwar Sarang, who were also the sample because this study used a saturated sample.

The study data were collected via a questionnaire that underwent validity and reliability tests before the study. Then, the data obtained were analyzed using descriptive statistical analysis methods and inferential statistics. Descriptive statistical analysis can be in the form of minimum, maximum, mean, and standard deviation scores calculated using the SPSS 16.0 application. Before testing the effect of the independent variables on the dependent variable either directly or indirectly through mediating variables, the researchers first tested the classical assumptions on the data obtained during the study, which consisted of tests for normality, linearity, multicollinearity, and heteroscedasticity. After the data met the requirements, a linear regression test was carried out to determine the relationship between the independent variable and the dependent variable, and the Sobel test was used to determine whether the relationship through a mediating variable was significantly capable of being a mediator.

3. Results and Discussion

The data obtained during the research was data in the form of scores. Data was collected by distributing questionnaires to respondents. The instrument used is valid according to the criteria set based on the results of the analysis of research instrument trials. The number of questionnaire items for each variable was 20. The scores obtained for each variable were summarized by statistical analysis using SPSS 16.0, along with a description of the data on the cooperative script method, self-confidence, and public speaking skills.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cooperative Script	37	32	68	46.34	7.858
Self Confidence	37	31	68	42.68	7.568
Public Speaking	37	32	64	42.95	7.114

Table 1 shows the descriptive analysis test of this study. The results showed that the mean score of the students' cooperative script method was 46.34, self-confidence was 42.68, and public speaking skill was 42.95. Categorizing the high or low quality of the variables is done by converting the value of each variable into the ideal mean (Mi) and ideal standard deviation (SDi) criteria. The conversion of variable values showed that the average cooperative script method, students' self-confidence, and students' public speaking were in the high/positive category. The following figure shows the mean scores of the descriptive statistics:

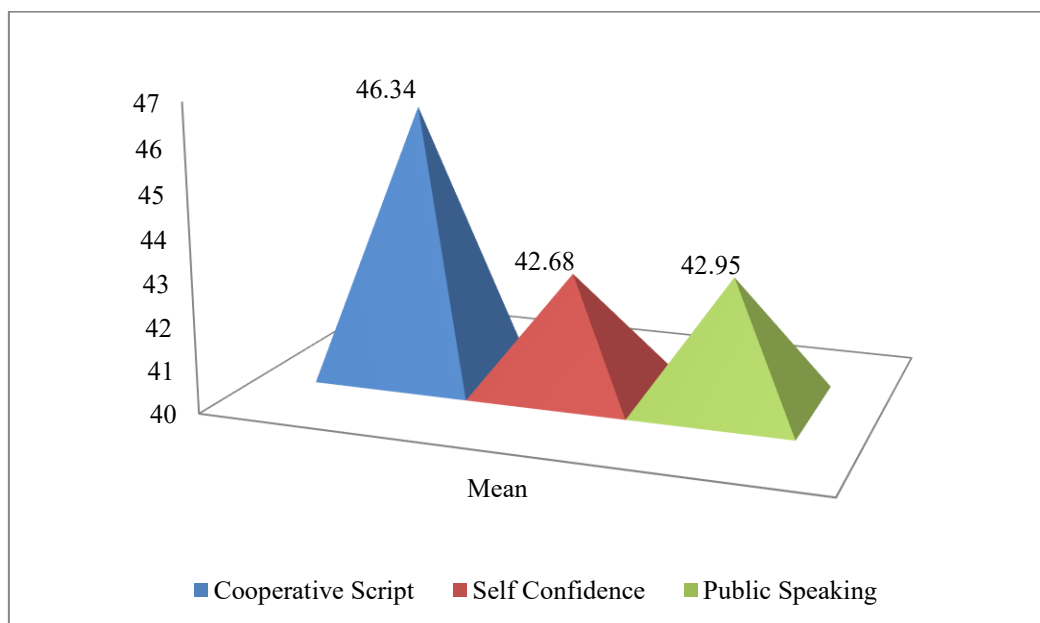


Figure 1. Mean Scores

Furthermore, the classical assumption test results showed that the data obtained in this study came from a normally distributed population. Students' cooperative learning, self-confidence, and public speaking skills had a linear relationship. There were no multicollinearity and heteroscedasticity problems in the research data. If the classical assumption test or regression prerequisites have been met, the next step is to test the path analysis with the model shown in Figure 2 (Aida, 2021).

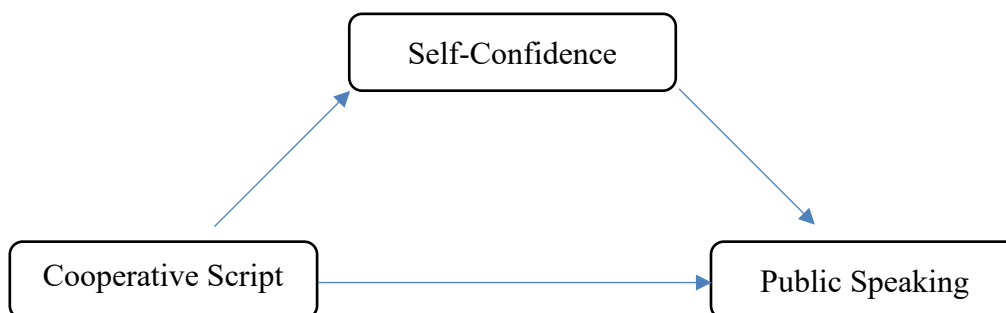


Figure 2. Path Analysis Model

To analyze the path analysis model, 2 regression tests were performed. Regression I is done by forming a regression model of the self-confidence variable (Y) as the dependent variable and the cooperative script method variable as the predictor/independent variable. Moreover, regression II formed a regression model of the variable public speaking skills (Z) as the dependent variable, the self-confidence variable (Y), and the cooperative method variable (X) Script as the predictor/independent variable. Then, a Sobel test is carried out to determine the significance of the influence of the mediating variable.

The regression test I was used to determine the effect of the cooperative script method on students' self-confidence with the help of the SPSS 16.0 application. The results are as follows:

Table 2. Coefficients X on Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.829	4.962		1.779	0.084
Cooperative Script	0.732	0.106	0.760	6.916	0.0001

a. Dependent Variable: Self-Confidence

Based on table 2, it can be seen that the significance value was 0.0001 ($p < 0.05$), so it can be concluded that the cooperative script method influences students' self-confidence. This is based on the results of research conducted by Damayanti (2018), which stated that through the cooperative script method, students were no longer passive and were more confident to be actively involved in learning.

Regression test II was used to determine the effect of the cooperative script method and students' self-confidence on public speaking skill with the help of the SPSS 16.0 application. The finding is as follow:

Table 3. Coefficient X and Y on Z

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.666	3.092		1.509	0.140
Cooperative Script	0.150	0.097	0.166	1.548	0.131
Self-Confidence	0.734	0.101	0.781	7.279	0.000

a. Dependent Variable: Public Speaking

Based on table 3, it can be seen that the significance value of the cooperative script method on public speaking is 0.131 ($p > 0.05$), so it can be concluded that the cooperative script method does not have a significant effect on public speaking. Still, from the same table, it can be seen that the significance value of self-confidence towards public speaking is 0.0001 ($p < 0.05$), so it can be concluded that self-confidence significantly influences students' public speaking skills.

The first finding showed that the cooperative script method did not significantly affect public speaking, which was different from the results of several previous studies. Azmi et al. (2022) stated that cooperative scripts could improve the speaking skills of the fourth-grade students of Gugus 1 Sape. Then, the research conducted by Dita (2017) showed an increase in the speaking skills of fifth-grade students at SDN Karangmojo through a cooperative script. Meanwhile, the second finding indicated that self-confidence significantly influences students' public speaking skills. These findings had the same results as Fakhroh & Hidayatullah (2018), which confirmed that self-confidence influences students' speaking ability or, in this case, public speaking.

The results of the two tests using the regression test obtained an influence value in the path analysis model, which can be used as a mediation hypothesis test with the procedure developed by Sobel and later known as the Sobel test or Sobel test (Abu-Bader & Jones, 2021). The influence values in the path analysis model are summarized in the following figure:

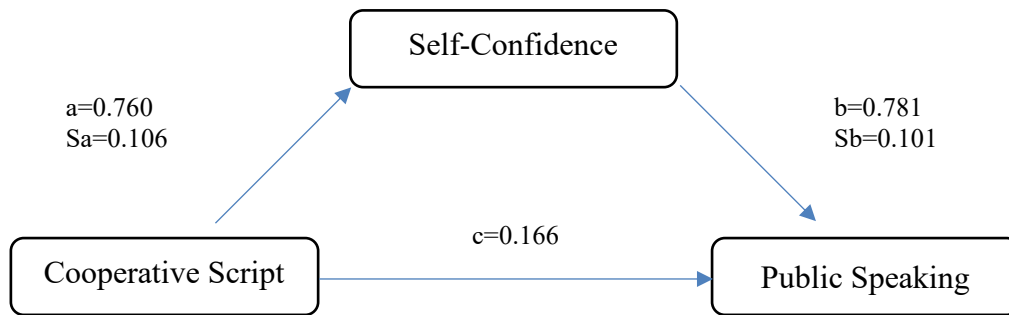


Figure 3. Path Analysis Result

Sobel test can be done by testing the strength of the indirect influence X through Y. The formula for carrying out the Sobel test is as follows:

$$Sab = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

$$Sab = \sqrt{0.781^2 \times 0.106^2 + 0.760^2 \times 0.101^2 + 0.106^2 \times 0.101^2}$$

$$Sab = 0.128$$

Furthermore, to test the significance of the indirect effect, what needed to be done was to calculate the t-value of the ab coefficient with the formula $t = \frac{ab}{Sab}$. Calculating this formula became a t-test compared with the t-table value. If the t-test > t-table (1.96), it can be concluded that this method had an effect. The result of the Sobel test is as follows:

$$t = \frac{ab}{Sab}$$

$$t = \frac{0.760 \times 0.781}{0.128}$$

$$t = 4.637$$

Because the value of the t-test (4.637) > t-table (1.96), it can be concluded that students' self-confidence mediated the relationship of the cooperative script method to public speaking skills. These results align with research conducted by Sari, Halidjah, & Sugiono (2018), who found that using the cooperative script method can improve the speaking skills of elementary school students. However, using the cooperative script method can improve students' public speaking skills through self-confidence as a mediating variable.

4. Conclusion

Based on the research and statistical analysis results, it can be inferred that the use of the cooperative script method affected the students' confidence levels. Furthermore, this improved self-assurance had a corresponding impact on the public speaking proficiency of students. However, the cooperative script method did not directly impact students' public speaking skills. Therefore, to influence their public speaking skills, the cooperative script method requires a mediating variable in the form of self-confidence. Although this method might not directly impact students' public

speaking skills, it does affect their self-confidence, which, in turn, can influence their public speaking skills. This demonstrates that self-confidence is a key determinant in enhancing public speaking abilities, which can be achieved indirectly through learning techniques or models.

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