

Application of the Coopetarif Script Model in Indonesian Language Learning

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Abstract: The problem faced in this research is the lack of students' ability to understand Indonesian language learning material, such as the lack of students' ability to express thoughts, feelings and information in the form of reviews and essays. This research aims to improve students' ability to understand Indonesian language learning material about "Reviewing Science Books" using the Cooperative Script Model. This research is Classroom Action Research (PTK) which was carried out in two cycles with the research subjects being class IXD students at SMPN 2 Kudus. The research results showed that there was an increase in student activity and learning outcomes in Indonesian language learning after implementing the cooperative script model. Thus, it can be concluded that the Cooperative Script Model can improve students' understanding in learning Indonesian in the material of reviewing science books.

Keywords: Learning outcomes, Indonesian, Script Cooperative

1. Introduction

Learning is a process characterized by changes in a person. Changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, receptivity and others (Sudjana, 2012). In order for the learning process to run effectively, a teacher must be competent to teach students and make students more active and motivated in the learning process. Optimal learning outcomes are the main goal to be achieved in the learning process. To optimize student learning outcomes, a learning model is needed that is appropriate to the teaching material (Zain, 2006; Dewanti, et. al., 2020; Fathurohman, 2020; Fathurohman, et. al., 2020). Linguistics as part of literature is related to ways of finding out and understanding systematically. Someone who studies language does not only need skills, but also a thought process to understand, discover and develop concepts in everyday life. The material in Indonesian language subjects is not only memorizing, but also requires understanding, analysis and students' ability to relate learning to everyday life. Learning materials are designed more systematically and psychologically from the perspective of learning principles in order to provide effective instruction. (Nugraheni, 2019; Ahsin, et. al., 2020; Arukah, et. al., 2020; Arukah, et. al., 2020).

Initial observations at SMPN 2 Kudus showed the fact that the teaching and learning process runs theoretically and is not related to the real environment where students are. However, the condition of the school environment makes it very possible for learning activities to be carried out, which do not have to be carried out in a laboratory. So students can only imagine the objects they are studying abstractly. In turn, student interest, motivation and activity decreases. This can be seen from the learning outcomes of students who have not achieved learning completeness both individually and classically. Initial observation results of student learning completion only reached 60%. Incomplete student learning outcomes are influenced by many factors, such as inadequate school facilities, inappropriate choice of learning methods, less attractive learning media and low levels of student activity. An educator must know the criteria for selecting learning media. This is so that the desired learning objectives can be achieved optimally and well planned. (Nugraheni, et al., 2022; Fathurohman, et. al., 2020; Kara, et. al., 2020; Kara, et. al., 2020)

2. Structure of References

conducted by the author used several study reviews as a theoretical basis and also as a comparison with previous research that had been conducted. The study review conducted in this research involved several different sources. The cooperative learning model is a very popular learning model to be applied in various fields of study (Kusumawati & Sukidi, 2019). The cooperative learning model is defined as the use of small group learning (Adi, Phang, & Yusof, 2012) so that students work together to maximize themselves, participate directly (Sriarunasmee, Suwannatthachote, & Dachakupt, 2019) and are actively involved in learning (Johnson & Johnson, 1999) as well as learning together with each other to achieve learning goals (Oxford, 2017)(Buchs, Gilles, Dutrévis, & Butera, 2019) solving problems, completing tasks or creating products (Laal & Ghodsi, 2019)(Laal, Khattami -Kermanshahi, & Laal, 2019). The cooperative learning model consists of various types, one of which is the Cooperative Script learning model.

This learning model can be applied to cognitive learning, because each student will be given complete teaching material, divided into pairs and each of them takes turns verbally summarizing the material that has been given, and the other pair corrects whether the statement expressed is correct. by the friend or not (Meilani & Sutarni, 2016). The cooperative script learning model has a strategic role in efforts to boost student learning outcomes. In its implementation, teachers adapt to the conditions of students' needs, so that teachers are expected to be able to convey the material appropriately without causing students to experience boredom (Salamiah, 2018). Fun learning is a dream for students. (Nugraheni, 2022; Septaningsih, et. al., 2020; Purnaningtyas, et. al., 2020; Purnaningtyas, et. al., 2020).

3. Methodology

The method used in this research is classroom action research. Classroom Action Research is action research in the field of education which is carried out in the classroom area with the aim of improving and/or enhancing the quality of learning (Kasbolah, 2019). Classroom action research is an examination of activities that are deliberately raised and occur in a class (Arikunto, 2019). Classroom action research is carried out by a teacher in his own class through self-reflection, with the aim of improving his performance as a teacher, so that student learning outcomes improve (Wardani, 2019). This research was carried out at SMPN 2 Kudus with the research subjects being class IX D students of SMPN 2 Kudus for the 2019/2020 academic year as many as 35 students. The selection of research subjects was based on the condition of class IX D as a whole.

4. Result and Discussion

Learning activities in classroom action research are carried out in 2 cycles, each cycle consisting of preliminary study, planning, action, observer and reflection on the activities carried out. In the first cycle the author carried out: a) identification of problems regarding the learning materials used, learning strategies commonly used. In this cycle, a conventional approach is used, b). presenting learning material "Reviewing Science Books", c). make observations using observation and photography, d). To measure the impact of the conventional approach, students' activity lists were used. Learning activities in preliminary studies generally use conventional learning, which includes lectures, questions and answers and giving assignments. The teacher explains material that can motivate class IXD students' learning.

At the planning stage, the author collaborated with other teachers in preparing a research plan, which included: 1) learning objectives, 2) competencies and learning materials, 3) learning strategies in the form of learning models, as well as learning resources and 4) evaluation of learning outcomes. In implementing the action, the learning activity begins with the teacher dividing the students into 6 groups. Each group is given reference learning material and asked to relate the previous material to the current material. In the learning process using the Cooperative Script Model, the teacher asks students to pair up. The teacher gives instructions that students are responsible for everything in their group, as if it were their own. Next, students do the assignments given by the teacher on the worksheet. The results of students' work are presented in front of the class.

From the results of observing student activities, success was found to be 68% in the quite good category. Thus, it can be concluded that students' attention in teaching and learning activities, courage, students' answers, seriousness in following lessons, seriousness in working on light and heavy questions were assessed by observers as sufficient.

Research in cycle II was carried out by identifying problems regarding the learning materials used, learning strategies commonly used, presenting learning materials, and making observations using observation and photography as learning evaluation. In the preliminary study, the teacher explained the advanced material "Reviewing Science Books" and responded to the contents of the report in class IXD SMP. At the planning stage, the author collaborated with other teachers in preparing a research plan, which includes: 1) learning objectives, 2) competencies and learning materials, 3) learning strategies in the form of methods and media used as well as learning resources, and 4) evaluation of learning outcomes.

In implementing the action, the learning activity begins with the teacher dividing the group into 6 groups. The teacher shares further discourse for cycle II. for each student to read and make a summary in each group. Students are divided into tasks and must have equal responsibilities among their group members. The results of the group work are presented in front of the class, by reading the summary as completely as possible, including the main ideas in the summary. At the end of the lesson, the teacher and students conclude the results of the group work and carry out an evaluation.

From the results of observations of the implementation of the cooperative script model, the results showed that learning activities achieved 89% success in the very good category. So, it can be concluded that the teacher's ability in the lesson, teacher's attitude in the lesson, mastery of the material, learning process, use of media, ability to close the lesson were assessed as good by the observer. Indonesian language learning activities on the material "Reviewing Science Books" through classroom action research in class IXD SMPN 2 Kudus in the even semester of 2019/2017 by applying the Cooperative Script Model obtained student scores in cycles I and II both individually and in groups, namely:

Student Learning Evaluation Scores in each Cycle

| NO | Nama | L/P | PreTest | Cycle value 1 | Cycle value 2 |
|----|------|-----|---------|---------------|---------------|
| 1 | AJ | L | 40 | 60 | 75 |
| 2 | AS | L | 40 | 60 | 75 |
| 3 | Ah | L | 50 | 60 | 80 |
| 4 | AYR | L | 60 | 70 | 80 |
| 5 | AV | P | 40 | 60 | 75 |
| 6 | AH | L | 50 | 70 | 80 |
| 7 | Ar | L | 40 | 60 | 80 |
| 8 | AMS | L | 60 | 70 | 80 |
| 9 | Ca | P | 60 | 70 | 80 |
| 10 | DIM | P | 50 | 70 | 80 |
| 11 | DPM | L | 60 | 80 | 80 |
| 12 | DK | P | 50 | 60 | 80 |
| 13 | ET | P | 60 | 80 | 80 |
| 14 | Fa | L | 40 | 70 | 80 |
| 15 | Gu | L | 50 | 70 | 90 |
| 16 | HRZ | L | 60 | 70 | 80 |
| 17 | Ha | L | 60 | 70 | 80 |
| 18 | HA | P | 40 | 60 | 75 |
| 19 | IR | P | 70 | 80 | 90 |
| 20 | IE | L | 50 | 60 | 75 |
| 21 | Ju | L | 60 | 70 | 80 |
| 22 | LS | P | 70 | 80 | 90 |
| 23 | Li | P | 70 | 80 | 90 |

| | | | | | |
|----|------------|---|-------|-------|-------|
| 24 | LMA | P | 70 | 60 | 80 |
| 25 | MZV | P | 70 | 80 | 90 |
| 26 | MA | L | 60 | 70 | 80 |
| 27 | MI | L | 40 | 70 | 80 |
| 28 | NS | P | 50 | 70 | 80 |
| 29 | NFFK | P | 70 | 80 | 90 |
| 30 | Nu | P | 40 | 60 | 75 |
| 31 | PS | L | 60 | 70 | 80 |
| 32 | PA | P | 70 | 70 | 80 |
| 33 | PD | P | 50 | 60 | 75 |
| 34 | RD | P | 50 | 60 | 80 |
| 35 | RM | L | 60 | 80 | 90 |
| | Jumlah | | 1580 | 2560 | 2680 |
| | Rata- Rata | | 54,77 | 67,39 | 80,48 |

From the data from the quantitative discussion of students' pretest and posttest results in learning Indonesian on the material "Reviewing Science Books", the initial results showed an average score of 54.77, the results in cycle I increased to an average score of 67.39, and the results in cycle II rose to an average score of 80.48. Thus, the increase in the value of the Indonesian Language learning evaluation results on the material "Reviewing Science Books" in each cycle, means that Class IX D SMPN 2 Kudus students' understanding of this material shows a quite significant increase.

5. Conclusion

From the results of research and discussion regarding the application of the Cooperative Script Model in learning Indonesian in the material "Reviewing Science Books" in class IX D SMPN 2 Kudus in cycles I and II, it can be concluded that there has been an increase in learning activities during Indonesian language learning. Student learning outcomes both individually and in groups have increased in each cycle. Thus, the application of the Cooperative Script Model in Indonesian language learning can increase students' understanding of the material "Reviewing Science Books" in class IX D SMPN 2 Kudus.

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