# Improving Indonesian Language Learning Outcomes Using Cooperative Scripting Models in SMP Schools

**Surachmi, W. Sri [1], Alfin, Hidayati Nur[2], Cahyo, Hasanudin [3], Rahma, Erlina Widya[4], & Muyassaroh, Ulia Ni'matul[5]**

[1,2,4,5]Universitas Muria Kudus,Kudus, 59327Central Java, Indonesia

[3]IKIP PGRI Bojonegoro, Indonesia

*Corresponding author: sri.surchmi@umk.ac.id

**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 Bae, Kudus Regency. Data collection techniques use observation, documentation, and tests. 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 of learning Indonesian through review material in the Science Books.

**Keywords:** learning outcomes, Indonesia language, cooperative scripting

## 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). 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 requires not only memorization but also understanding, analysis, and students' ability to relate learning to everyday life.

Initial observations at SMPN 2 Bae, Kudus Regency, 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 decrease. This can be seen in 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 choices of learning methods, less attractive learning media, and low levels of student activity.

Research regarding improving Indonesian language learning outcomes using the cooperative script model is important to carry out. Through this research, it is hoped that better Indonesian language learning outcomes can be achieved, which will ultimately contribute to increasing the competence and competitiveness of Indonesia's young generation on the global stage. The approach used in this research is a qualitative descriptive method with a classroom action research approach. Qualitative research will involve collecting data through students' Indonesian language learning

ability tests. Qualitative research will involve in-depth interviews with teachers and students to understand more about the implementation of the learning model.

## 2. Structure of References

The research 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 for 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 (Sriarunrasmee, 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 will take turns verbally summarizing the material that has been given, while the other pair will correct whether the statement expressed by the friend is correct or not (Meilani & Sutarni, 2016). Model cooperative script learning 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).

## 3. Research Methodology

The method used in this research is classroom action research. Classroom action research is action research in the field of education that 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 Bae Kudus, with the research subjects being class IXD students. SMPN 2 Bae Kudus for the 2019–2020 academic year has 35 students. The selection of research subjects was based on the condition of class IXD as a whole.

## 4. Result and Discussion

The results of observations in the second cycle found that students' attention to Indonesian language subjects arose with their activities responding to the learning process "Reviewing Science Books," the emergence of students' courage to appear to read and understand the content of the reading and answer questions, students' ability and ability to ask questions, students' ability and clarity to avoid mistakes in answering questions, students' attention to completing assigned questions,

From the results of observing student activities, it was found that success reached 88% in the very good category. Thus, it can be concluded that students' attention in teaching and learning, courage, students' answers, seriousness in following lessons, and seriousness in working on light and heavy questions were assessed by observers as good (B), while students' abilities, answers, and courage were assessed as very good (B).

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, and 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 Bae 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:

**Table 1:** Student Learning Evaluation Scores in each Cycle

| No | No | L/P | For Test | Mark Cycle 1 | Cycle 2 |
|----|----|----|----|----|----|
| 1 | Adi Juliardi | L | 40 | 60 | 75 |
| 2 | Agus Supriatna | L | 40 | 60 | 75 |
| 3 | Ahmad | L | 50 | 60 | 80 |
| 4 | Aldi Yusup Rpiyono | L | 60 | 70 | 80 |
| 5 | Anita Victoria | P | 40 | 60 | 75 |
| 6 | Arif Hidayat | L | 50 | 70 | 80 |
| 7 | Ariyanto | L | 40 | 60 | 80 |

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|---|---|---|---|---|---|
| 8 | Arya Mega Saputra | L | 60 | 70 | 80 |
| 9 | Lightyati | P | 60 | 70 | 80 |
| 10 | Dea Imas Maesaroh | P | 50 | 70 | 80 |
| 11 | Dede Parid Maulana | L | 60 | 80 | 80 |
| 12 | Goddess Khoirunnisa | P | 50 | 60 | 80 |
| 13 | Eliza Tuzahroh | P | 60 | 80 | 80 |
| 14 | Fajrin | L | 40 | 70 | 80 |
| 15 | Gunawan | L | 50 | 70 | 90 |
| 16 | Habiburrohman R.Z. | L | 60 | 70 | 80 |
| 17 | Hariyanto | L | 60 | 70 | 80 |
| 18 | Hilliyatul Aulina | P | 40 | 60 | 75 |
| 19 | Ita Rositawati | P | 70 | 80 | 90 |
| 20 | Sir Ivan | L | 50 | 60 | 75 |
| 21 | Junedi | L | 60 | 70 | 80 |
| 22 | Lili Salma | P | 70 | 80 | 90 |
| 23 | Linawati | P | 70 | 80 | 90 |
| 24 | Lintang Maulida Aulia | P | 70 | 60 | 80 |
| 25 | Marcela Name Tired | P | 70 | 80 | 90 |
| 26 | Muchlis Arief | L | 60 | 70 | 80 |
| 27 | Muhammad Irfan | L | 40 | 70 | 80 |
| 28 | Nining Sertianingsih | P | 50 | 70 | 80 |
| 29 | Noer Fadillah F.K. | P | 70 | 80 | 90 |
| 30 | Nur'aisyah | P | 40 | 60 | 75 |
| 31 | Piqi Saptarudi | L | 60 | 70 | 80 |
| 32 | Putri Ameliya | P | 70 | 70 | 80 |
| 33 | Goddess's daughter | P | 50 | 60 | 75 |
| 34 | Rahma Dita | P | 50 | 60 | 80 |
| 35 | Rehan Malik | L | 60 | 80 | 90 |
| | Amount | | 1580 | 2560 | 2680 |
| | Rate- Rate | | 54,77 | 67,39 | 80,48 |

The level of achievement of mastery of Indonesian language material regarding "Reviewing Science Books" has increased with an average of 54.77 in the pre-test; in cycle 1, it reached an average of 67.39; and in cycle 2, it reached an average of 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 increasing value of the Indonesian language learning evaluation results on the material "Reviewing Science Books" in each cycle means that the understanding of Class IXD students at SMPN 2 Bae on this material shows a quite significant increase. This can be seen through graphic diagrams.

The results of qualitative findings in classroom action research, which was carried out in cycles I and II, were obtained as follows: Student activity in participating in Indonesian language learning activities on the material "Reviewing Science Books," such as students being able to answer questions or problems, increased. Students who expressed opinions increased, students who paid active attention increased, students who asked questions or expressed problems increased quite a lot, and students who worked and studied actively.

## 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 IXD SMPN 2 Bae 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, there has been a significant increase in the results of Indonesian language learning in the material "Reviewing Science Books using the Cooperative Script Model for Students" in class IXD at SMPN 2 Bae, Kudus Regency.

## Acknowledgement

## Conflict of Interest

The authors declare no conflicts of interest.

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