



Application Learning Model Cooperative Script for Increasing Listening Skills in the Elementary School Students

Vira Dahnia¹, Yenni Fitra Surya², M. Syahrul Rizal³, Putri Hana Pebriana⁴, Fadhilaturrehmi⁵
^{1,2,3,4,5} (PGSD, Tuanku Tambusai Hero University, Riau)

* Vira Dahnia . E-mail: ¹ viradahnia@gmail.com

* Yenni Fitra Surya . E-mail: ² yenni.fitra13@gmail.com

* M. Syahrul Rizal . E-mail : ³ syahrul.rizal92@gmail.com

* Putri Hana Pebriana . E-mail: ⁴ putripebriana99@gmail.com

* Fadhilaturrehmi . E-mail: ⁵ arkhan88fadhila@gmail.com

Receive: 11/07/2022

Accepted: 10/08/2022

Published: 01/10/2022

Abstract. *This study aims to improve students' listening skills through the cooperative script model for fifth grade students at SDN 008 Langgini in the 2022/2023 academic year. The type of research used is Classroom Action Research. This research consisted of 2 cycles and each cycle was conducted in 2 meetings. The object of research is students' listening skills. Data analysis techniques were carried out in qualitative and quantitative descriptions. This research was conducted in 2 cycles, each cycle lasting 2 meetings. The results showed that students' listening skills improved after the action was taken. The results showed that the use of the cooperative script model could improve the listening skills of fifth grade students at SDN 008 Langgini. This is indicated by an increase in the number of students who achieve the minimum completeness criteria (KKM) and an increase in class and classical average scores. average value and percentage of classical completeness cycle I meeting I 40%, in cycle I meeting II 53.33 % and cycle II meeting I 80% in cycle II meeting II 93.33 %*

Keywords: *Cooperative Script Learning Model, Listening Skills, and Elementary School.*

Introduction

Learning Indonesian is one of the subjects taught in elementary schools because Indonesian has a very important position and function for everyday life. So these subjects are then given since they are still in elementary school (SD) because from there students are expected to be able to master, understand and be able to implement language skills (Pebriana, 2017). Indonesian language learning is directed at improving students' oral and written Indonesian communication skills, as well as fostering an appreciation of Indonesian literary works and the nation's own intellectual works. Learning Indonesian in elementary schools has an important value, because this is the first time teaching Indonesian is carried out in a planned and

directed manner. In acquiring language skills, we usually go through a regular relationship. At first, in childhood, we learn to listen/listen to language, then speak, read and write.

Tarigan (2015) Based on the four *language skills* put forward only listening skills, speaking skills, reading skills, writing skills will be a concern in this study, because in general knowledge is obtained through listening skills. Listening skills must be mastered by students in elementary schools (SD) because these skills are directly related to the whole process of learning activities at school and also outside the school environment. Listening skills are also needed in other subjects, not just Indonesian. However,

research on listening has received less attention from researchers.

Seeing the important role of listening for life, then in the curriculum, there are listening or listening competency standards. With these standards, it is hoped that all students will be able to listen well. In elementary schools there are also listening competency standards. One of the competency standards at the elementary school level is understanding stories about events and children's short stories told orally.

Listening is the first language skill mastered by students. After that, speaking, reading, and writing skills. In everyday language activities, more listening activities are carried out than other language activities. Rivers (cited by Sutari, et al. 2012: 10) states that most adults spend 45% of their time listening, 30% speaking, 16% reading, and 9% writing.

The main problem faced by students in listening to the news is finding the main points of the story. In this case students have difficulty finding important sentences from the story text they read, students have difficulty finding main ideas from the story text they read, in the learning process the teacher only uses the lecture method, students cannot conclude the contents of the news correctly, students cannot find the subject matter. -headline in the text. So that the basic competencies to be achieved will be low.

Listening skills need to be improved again. This of course requires various strategies and techniques as well as using the *Cooperative Script model* so that students don't get bored in learning to listen, especially listening to stories. There is a relationship between the *Cooperative Script model* and listening skills.

Based on the value of the Daily Practice (LH) regarding students' listening skills, there are still many values that are brought by KKM. As there are students who still have difficulty listening in learning Indonesian, students are not optimal in improving their ability to

communicate orally and in writing, the choice of words used by students listening to language is still not appropriate and students are less able to determine the use of listening in learning Indonesian.

Listening lessons were given by the teacher to fifth grade students at SD Negeri 008 Langgini on behalf of Mrs. Nislawati S,Pd. However, the existing picture shows that classically the results only reach an average below the KKM or are not satisfactory. Based on the results of the assessment of the Indonesian subject for class V students at SDN 008 Langgini in 2022 semester 2 which was conducted by researchers on March 22, 2022, it was evident that out of 15 students only 5 students had met the Indonesian Minimum Completeness Criteria (KKM) and 10 students others have not met the Indonesian Language Minimum Completeness Criteria (KKM). From the data above, it can be said that the achievement of the Indonesian language mastery standard is still very low, in other words it has not yet reached the KKM score of 75.

In fact, the listening skills of class V students at SDN 008 Langgini were not as expected, students who obtained listening skill scores from 15 students, namely 33.33%, 5 students who completed, while those who did not complete were 10 students with a percentage of 53.33%. . Thus it is a problem that must be solved to improve listening skills. One way that can be used to improve students' listening skills is to use the *Cooperative Script learning model*.

This was obtained from the results of the listening skill test in the lesson given at the time before the research was conducted by the researcher. This result was also illustrated when the researcher asked again about the contents of the learning material when listening to children's stories at the time of observation, many students were not able to answer properly. Students still lack concentration in listening so they find it difficult to retell the contents of the story that is the object of

listening. This condition is due to the fact that the Indonesian language learning approach used by the teacher is still characterized by a structural approach using the lecture method, so that students are less able to re-express the contents of the listening material.

On the basis of the facts in the field, the researcher considers it necessary to apply a *Cooperative Script learning model* that can help improve students' listening skills. Each learning model has different strengths and weaknesses. The *Cooperative Script* model is a learning model that can be used in listening learning. The *Cooperative Script* model is a model for increasing interest in reading while increasing students' understanding of a reading text (Suprijono, 2016: 12). This learning model is a model of working in groups in pairs and then the groups verbally take turns summarizing the parts of the material being studied. This *Cooperative Script* model is a cooperative learning model that has advantages compared to learning that is usually used by teachers in schools.

The advantages of this model include training students' accuracy/accuracy, practicing good cooperation in groups when discussing, training students to be able to convey explanations orally and coherently during presentations, and training the courage to express other people's mistakes orally. In addition, this *Cooperative Script model* also trains student performance in compiling scripts so that students better understand the reading material. The use of the *Cooperative Script* learning model can improve student learning processes in learning which in turn is expected to improve student learning outcomes.

This learning model is a learning model that has never been used in SD Negeri 008 Langgini. Therefore, this model must be tested first for its effectiveness. This model is also expected to be an alternative that can be used by teachers as a learning model that is centered on student activity and is able to foster student interest

and motivation in learning Indonesian. Seeing that the learning outcomes were not optimal, the researcher felt interested in conducting a study on learning listening skills using the *Cooperative Script learning model*.

Cooperative Script learning model has several advantages. First, it can help train hearing, thoroughness, accuracy when listening. Second, each student gets a role. Third, practice revealing other people's mistakes when the speaker reads the summary results of listening to the story. Thus the *Cooperative Script model* in learning to listen to stories will be more effective. Because it can overcome all the problems that are being experienced by students in listening to stories.

The researchers put this research into the form of a thesis with the title "Application of the *Cooperative Script Learning Model* in Improving the Listening Skills of Grade V Students at SD Negeri 008 Langgini." Researchers hope that the learning model used can improve Indonesian learning outcomes in listening skills in fifth grade students.

Method

This study used the Classroom Action Research (CAR) method. Research is carried out by designing, implementing and reflecting on collaborative and participatory actions that aim to improve the learning process in the classroom through an action in a cycle (Fadhilaturrahmi, 2017). Classroom action research is practical research that aims to correct deficiencies in classroom learning by taking certain actions in order to improve and improve classroom learning practices in a more professional manner (Surya, 2018). Further (Surya, 2017) also explained that Classroom Action Research is research conducted by teachers in their own classes through self-reflection, with the main goal of improving their own performance. Classroom Action Research (PTK) was conducted in class V SD Negeri 008 Langgini with a total of 15 students with 7 boys and 8 girls.

This class action research procedure is in the form of a cycle, each cycle consisting of 2 meetings consisting of four stages, namely planning, acting, observing, and reflecting. This classroom action research was conducted in 2 cycles. Cycle I meeting I was held on Monday 5 September 2022 and meeting II was held on Tuesday 6 September 2022. Cycle II meeting I was held on Monday 12 September 2022, while cycle II meeting II was held on Tuesday 13 September 2022.

Accurate and complete data is needed in a research process, so to obtain these data various data collection techniques are needed, therefore the data collection techniques used in this study are 3 data collection techniques used, namely tests, observation, and documentation. While the research instrument used is in the form of a syllabus, lesson plans, teacher activity observation sheets, student activity observation sheets, and also a written test.

The data analysis technique used is using qualitative analysis techniques and quantitative analysis techniques. Qualitative data in this study are used to describe teacher and student learning activities based on the learning process by applying the *cooperative script model*. While the quantitative data in this study were used to measure the results of students' listening skills.

In determining the assessment criteria for research results, categorizing the 5 assessment criteria is carried out, namely Very Good, Good, Adequate, Poor, and Very Poor. The criteria are as follows.

Table 1 . Criteria for Students' Listening Skills

intervals	Category
85–100	Very Good (SB)
75 – 84	Good (B)
65–74	Enough (C)
55-64	Less (K)
< 54	Very Less (SK)

To determine mastery of classical learning can be used the following formula

$$KK = \frac{\text{jumlah siswa yang tuntas}}{\text{jumlah seluruh siswa}} \times 100\%$$

A student can be said to be complete in learning if he reaches a minimum KKM of 75. Meanwhile, knowing classical completeness is said to be achieved if it reaches 80% of all students who understand the subject matter that has been achieved.

Results and Discussion

In this section, the findings from the research that has been carried out will be discussed. The following are the results of the acquisition of students' listening skill scores in cycle I and cycle II in table 2 below.

Table 2 . Results of Pre-action Implementation, Cycle I and Cycle II

No	Description	Before Action	Cycle I		Cycle II	
			PI	PII	PI	PII
1.	Presentase Klasikal	33,33%	40%	53,33%	80%	93,33%
2	Students Complete	5 people	6 people	8 people	12 people	14 people
3	Students Don't Complete	10 people	9 people	7 people	3 people	1 people
4	Category	Very Less	Very Less	Very Less	Good	Very Good

Source: 2022 Research Data Processed Results

Based on table 2 above, it can be seen that the percentage of students' completeness before the action was only 33.33% with a total of 5 students who completed. The percentage that was incomplete was 66.66% with 10 students who did not complete. The category of student completeness is in the very less category. In the first cycle the first meeting increased to 40% with the number of students completing as many as 6 students. The incomplete percentage also reached 60% with the number of students who did not complete as many as 9 students. The category of student completeness is in the very less category. Whereas in cycle I meeting II it reached 53.33% with the number of students completing as many as 8 students. The incomplete percentage reached 46.67% with the number of students who did not complete as many as 7

students. The category of student completeness is in the very less category.

Based on the results of the implementation in cycle I, learning is still not optimal, students are expected to be responsible when given assignments. This is due to the lack of teacher supervision of students when students are working on assignments, so that students still do not work in completing their assignments. Then another cause is that students are still passive when learning takes place, meaning that students still do not dare to express opinions when the teacher gives questions about the material being taught.

Students' listening skills are still low when pouring the main idea into a summary is also still in accordance with what is expected. In this case the teacher needs to provide more guidance to students so that students feel comfortable so they dare to convey their ideas and opinions regarding learning. Based on these data the researcher concludes that the implementation of learning in cycle I is still not successful. For this reason, researchers and observers carry out actions in the next cycle. namely cycle II.

Based on table 2 above, it can be seen that the percentage of student completeness in cycle II meeting I has increased to 80% with a total of 12 students completing. The incomplete percentage reached 20% with the number of students who did not complete as many as 3 students. The category of student completeness is in the good category. Meanwhile, in cycle II, meeting II increased to 93.33% with 14 students completing. The incomplete percentage reached 6.67% with 1 student who did not complete. The category of student completeness is in the very good category.

To clearly know the improvement of each action can be seen in Figure 1 below:

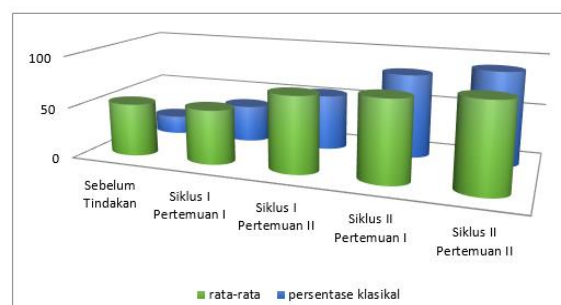


Figure 1. Graph of Listening Skills in Pre-action, Cycle I, and Cycle II.

Based on the data obtained, the researchers concluded that the implementation of learning in cycle II was said to be successful. Therefore the researcher finished the implementation of the action only up to cycle II. Overall, the use of the *cooperative script model* to improve the listening skills of fifth grade students at SDN 008 Langgini has reached a point of success. Cycle II has been running better than the previous cycle. this is marked by students paying more attention to the teacher when the teacher delivers the subject matter, students are also more active in the learning process and dare to express their opinions or answer questions given by the teacher.

In cycle II, students have also been able to carry out assignments in Indonesian language learning, especially related to students' listening skills, which have increased. The success of using *cooperative script models* to improve listening skills for class V students at SDN 008 Langgini is marked by an increase and change in each cycle. .

Based on the results of the implementation in cycle I to cycle II, students' listening skills in learning Indonesian materials listening to stories using the *cooperative script model* experienced an increase in class V students at SDN 008 Langgini

Conclusion

Based on the results of research conducted by researchers using *cooperative script models* to improve listening skills for fifth grade students at SDN 008 Langgini.

The results showed that the use of the *cooperative script model* could improve the listening skills of fifth grade students at SDN 008 Langgini. This is indicated by an increase in the number of students who achieve the minimum completeness criteria (KKM) and an increase in the percentage of students' classical completeness in each cycle, in cycle I meeting I which was 40%, in cycle I meeting II it increased to 53.33 % and cycle II the first meeting increased to 80% in the second cycle. The second meeting increased to 93.33 %. Thus it can be concluded that using the *cooperative script learning model* can improve the listening skills of fifth grade students at SDN 008Langgini.

Bibliography

- [1] Fadhilaturrehmi, F. (2017). Application of a Scientific Approach to Improve Students' Mathematical Communication Skills in Elementary Schools . *Eduhumaniora: Journal of Basic Education*, 9(2), 109-118.
- [2] Idanurani, N. (2021). Application of *Cooperative Script Strategies* to Improve Listening Skills in Indonesian Language Learning in Elementary Schools. *Journal of Educatio FKIP UNMA* , 7 (2), 361-366.
<https://doi.org/10.31949/educatio.v7i2.1021>
- [3] Meilani, R., & Sutarni, N. (2016). Application of the *Cooperative Script Learning Model* to Improve Learning Outcomes. *Journal of Office Management Education* , 1 (1), 176.
<https://doi.org/10.17509/jpm.v1i1.3349>
- [4] Pebriana, P., H. (2017). Improving Free Poetry Writing Skills Using a Contextual Approach to Elementary School Students. *Journal of Educational Publications* , 7(2).
- [5] Pratiwi, CP (2016). The Use of the *Cooperative Script Model* to Improve the Listening Ability of Class V Students at SDN I Bendo Magetan. *Journal: IKIP PGMI Madiun, IV* (I).
- [6] Suprijono. (2016). *Cooperative Learning PAIKEM Theory and Application*. Yogyakarta: Student Libraries.
- [7] Surya, Y., F. (2017). Application of the Experimental Method to Improve Science Learning Outcomes for Class IV Students at SDN 011 Langgini, Kampar Regency. *Basicedu Journal*, 1(1), 10-20.
- [8] Surya, Y., F. (2018). Application of the *Number Head Together Model* to Improve Social Studies Learning Outcomes for Class IV Elementary School Students. *Basicedu Journal*, 2(1), 135-139.
- [9] Dance. (2015). *Listening as One of the Language Skills*. Bandung: CV Angkasa.
- [10] Wulandari, N., Lyesmaya, D., & Nurasih, I. (2019). Improving Reading Aloud Skills Through the *Cooperative Script Learning Model* in Elementary Schools. *Attadib Journal Of Elementary Education* , 3 (2).

Author Profile

Vira Dahnia was born in Bangkinang, July 8 2000. The first child of the couple Darus Mukhlis and Saidah. Researchers are conducting a study majoring in the Elementary School Teacher Education (S1 PGSD) study program at Pahlawan Tuanku Tambusai University until 2022.