

Cooperative Script as A Strategy in Optimizing Listening Learning Outcomes of SMA Negeri 1 Mandastana Students

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Abstract. *This classroom action research aims to determine how effective the cooperative script learning model is in improving students' listening skills in class XI.IPS.2 at SMA Negeri 1 Mandastana. The research participants were 36 students, and the study was conducted in two cycles. Each cycle included two face-to-face meetings. The data for this study were acquired utilizing observation sheet instruments, learning accomplishment exams, and student responses to the cooperative script learning model. The data was then analyzed descriptively and qualitatively. The study's findings indicated that using the cooperative script model enhances learning outcomes and student activities in listening learning. Prior to using this learning model, the class average was 59.43. Following the implementation of this model, actions 1 and 2 cycles 1 increased to 65.43 and 70.29, respectively. Meanwhile, the class average in action 1 cycle 2 increased to 75.14. According to the student replies, 93% of students enjoyed and felt assisted by this learning paradigm, while just 7% did not feel helped. The study's implications include that the cooperative script learning model can be employed as an alternative to maximize learning outcomes and student activities in listening learning. This learning technique can also boost students' learning reactions and make them more interested in the teaching and learning process. As a result, teachers might think about adopting cooperative script learning models to create effective and efficient learning techniques.*

Keywords: Cooperative Script; Listening Skill; Learning Outcomes; Students Responses

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INTRODUCTION

This basic ability includes four aspects of language skills: listening, speaking, reading, and writing. The focus on listening skills is due to several reasons, including (1) these skills support students' ability to communicate verbally, (2) listening skills are one of the components tested in the National Examination, (3) the lack of students' ability in this skill (which indicated by test results), and (4) lack of attention to these skills in the learning process in the classroom (Kurniawan, 2018; Mana, 2017).

Giving material or explanations is carried out by the teacher in the classroom through an oral process. To understand what the teacher conveys, students must be able to listen well. If not, the teaching and learning activities process will face obstacles, and students will experience failure. Several factors influence student learning completeness. According to him, students' internal factors, such as learning motivation, interests, and talents, as well as external factors, such as teaching methods, curriculum, and educational infrastructure, can influence student

learning completeness (Asikin, 2017; Prawati, 2016; Sulastri et al., 2015).

While Wijaya and Sunarto (2021) researched to identify the factors that affect student learning completeness at SMA Negeri 1 Banjarnegara, where the results of their research show that several factors affect student learning completeness, including: learning motivation, learning environment, support social, teacher quality and curriculum quality.

According to recent research conducted in Indonesia in the last 5 years, most students can only concentrate for 10-20 minutes during one study session. This is caused by a lack of continuous student involvement in the teaching and learning (Surya, 2018).

In this study, students' weak listening skills were seen from the results of the pre-test given before the research was conducted. Preliminary tests showed that classically, more than 75% of the students could not understand the contents of the conversations they were listening to. This initial test was conducted for a sample of the class's students. Apart from the lack of concentration in listening, the main problem students face is the difficulty in understanding spoken English. On this basis, applying a learning model that can help optimize students' listening skills is necessary.

The learning model chosen is the cooperative script learning model, which is a learning model that involves students in group discussion activities to achieve a better understanding of certain topics. According to Fitriana & Arifuddin (2020), applying the Cooperative Script model in improving student's writing skills in English as a foreign language can help improve students' writing skills. In this model, each student has a certain role in group discussions, working together to achieve the learning objectives set.

According to Arifin (2018), the cooperative script learning model has

several advantages, including increasing students' active participation in learning, helping students understand and retain information better because they participate actively, helping students develop social skills such as cooperation and effective communication, as well as enabling teachers to focus more on facilitating student learning rather than just conveying information. This cooperative script model can be used in various learning contexts, including improving students' writing skills in English as a foreign language, as Fitriana & Arifuddin (2020) mentioned in their research. In the cooperative script model, students participate in group discussion activities with specific roles to better understand the topic being studied.

In learning this cooperative script model, the learning model will be applied in pairs where one person acts as a listener and one person as a speaker or vice versa to provide an overview of parts of the material being studied to optimize listening learning outcomes for class XI.IPS students. 2 at Mandastana Public High School 1 Semester 1 Academic Year 2022/2023.

The cooperative script model used role play, discussion, or assignment methods. In this study, the researcher modified the cooperative script model. Students were expected to share the roles or information they got when listening to spoken texts or dialogues to get the desired information in full.

In previous studies, cooperative scripts have also been proven effective in improving students' listening skills. However, in this study, the researcher modified the cooperative script model to better suit students' needs and the existing learning environment. Methods of role-playing, discussion, and giving assignments are also applied in this model to make students more active and involved in the learning process. Therefore, this modified cooperative

script model will produce better listening learning outcomes than previous studies.

METHOD

Research Subjects

Several aspects need to be looked into in this classroom action research concerning the formulation of the problem above, specifically:

a. Student-related factor

This study aims to determine and explore the extent to which the cooperative script learning approach can help students in class XI IPS 1 of SMAN 1 Mandastana achieve their listening learning goals.

b. Teacher-related factor

The teacher is viewed in this element as a facilitator in creating instructional materials and implementing learning models in teaching and learning activities in the classroom, particularly listening learning.

c. Aspects of the learning resources

This aspect is connected to the choice of acceptable materials, the usage of additional instructional materials, and whether they are in line with the curriculum's intended outcomes.

Research Setting

The participants of this study were the students of SMA Negeri 1 Mandastana's class XI IPS 2, who attended school in Tabing Ribah Village, located at KM 4 in the Mandastana District, Barito Kuala Regency. A total of 36 students from class XI IPS 2, 16 male students and 20 female students, were chosen after considering that their success scores—particularly in listening—were significantly lower than those of other XI classes at SMA Negeri 1 Mandastana.

Research Procedures

This classroom action research was conducted in two cycles, each consisting of two 45-minute face-to-face meetings, for a total of two meetings (4 cycles). At the conclusion of each cycle, an

evaluation and reflection would be conducted to gauge the success of the learning that has been done and to identify the next cycle's action steps.

The steps conducted during the research were as follows:

a. Planning

1. Using the cooperative script learning model, creating learning scenarios.
2. Making observation logs to track how students are learning in class. The teacher and student observation sheets were the two sections of the observation sheet.
3. Using the cooperative script learning paradigm, developing an evaluation tool to track the evolution of learning results.

b. Action/ Implementation

The following activities would be used in the cooperative script learning model in the classroom as previously planned:

1. Introducing the idea of listening.
2. Outlining the idea of a collaborative script.
3. Using the cooperative script to determine the listening assignment.

c. Evaluation and Observation

Using the supplied observation sheets and assessing the tasks that had been completed, observations and evaluations were conducted during this classroom action research.

d. Reflection

Data from the observation stage would be collected and analyzed at this reflection stage. The teacher would reflect on himself by looking at the observed data on learning activities using the cooperative script learning model; whether this model can help optimize student learning outcomes in listening learning. Data obtained from journals at the end of each learning activity is also used as a reference for self-evaluation and preparing material for the next cycle.

Types of Instruments and How to Use

The use of instruments, namely (1) an Observation sheet, (2) a Learning achievement test, and (3) a Questionnaire as a class action research instrument in implementing the Cooperative Script model refers to Fauziati (2015). The observation sheets were used to see students' activity during the learning process, learning achievement tests to measure students' ability to understand the subject, and the questionnaires were used to determine student responses to the cooperative learning model applied.

Implementation of Action

The actions in this classroom action research were carried out in two stages, each involving observation, analysis, assessment, and reflection. The actions (Cycles I and II) would be carried out by delivering the material using the cooperative script model, specifically by exploring previous student experiences and applying them to the material to be provided. The teacher paired students up to complete the assignments. The students must grasp and apply the cooperative script model to complete the assigned tasks.

Students collaborate in pairs (based on the cooperative script model) to complete the prescribed tasks in the core activity. The data would be analyzed to see how well the cooperative script learning methodology may assist students in understanding the listening content presented.

After completing the core activities, the teacher and students evaluated the results of their collaborative work and concluded how to carry out cooperative scripts in the learning process.

Meanwhile, observers conducted observations to identify the weaknesses and strengths of teachers and students during teaching and learning activities. At the end of the learning process, researchers would evaluate the results of observations made during the process of teaching and learning activities taking

place to obtain agreement on matters discovered during the process of learning activities taking place in the classroom.

The evaluation was conducted to gather the necessary data to determine whether the cooperative script learning approach may assist students in improving their listening abilities. The evaluation was prepared using the determined indications and fitted to the applicable curriculum. The evaluation results were used to determine student learning mastery, individually or traditionally. Each stage of the activity would conclude with positive observations on the teacher, the learning approach, the materials used, and student responses.

Monitoring

Monitoring the teaching and learning activities process was done with the assistance of observers' peers who were familiar with the cooperative script learning model. Monitoring was carried out employing observation instruments designed and evaluated by academics and observers.

Analysis dan Reflection

- a. The data source was from the students of class XI IPS 2 SMA Negeri 1 Mandastana, Mandastana District, in semester 1 of the 2022/2023 Academic Year totalling 36 people (16 male students and 20 female students).
- b. Data types were in student activities and student learning outcomes data. The student's skill can be seen from several times carrying out tests and observing activities, namely the progress of the results of observations and listening tests by comparing them with the final results obtained and the results obtained from each learning cycle.
- c. Data analysis techniques were done by analyzing the collected data in a descriptive-qualitative manner.

- d. Indicators of the success of the action (1) there was an increase in the students' activity of class XI IPS 2 SMA Negeri 1 Mandastana in the teaching and learning activities, and (2) there was an increase in the learning outcomes of class XI IPS 2 SMA Negeri 1 Mandastana students in listening. Listening skills can be said to have increased if the individual has achieved a minimum completeness score of 70 and classically achieved a 75% or an average score of 75.
- e. The reflection was carried out on the results of observations and documentation that were analyzed to be further studied and understood jointly between researchers and observers. The results would be compared with previous experience and associated with a particular theory, and finally, a conclusion is drawn. If the first and second actions in cycle one have not achieved the desired results, then action would be planned in the next cycle.

RESULTS AND DISCUSSION

Reflection of Observation Step

Three preliminary conclusions can be formed at the observation stage. First, only 11 out of 36 students met the minimum completeness criteria, implying that only 30.56% of the total students completed the assignments or exams. Second, up to 25 students, or 69.44% of all students, did not match the minimum completion criteria and had not completed the assigned assignments or tests. Third, the average class score during the observation stage is 59.72, much lower than the projected average value. This demonstrates that the traditional completeness for this class has not been attained. The following documentation of the lesson explanation to students is shown in Figure 1.



Figure 1 Lesson Explanation to Students

As a result, proper measures and tactics are required to assist students who do not satisfy the minimum completeness standards to finish the assigned tasks or tests and attain the expected classical mastery.

One of the actions that can be taken is for students to work together to accomplish tasks or solve difficulties using collaborative learning strategies. This strategy can assist students in supporting and learning from one another. Collaboration learning has improved student learning outcomes (Santoso, 2013).

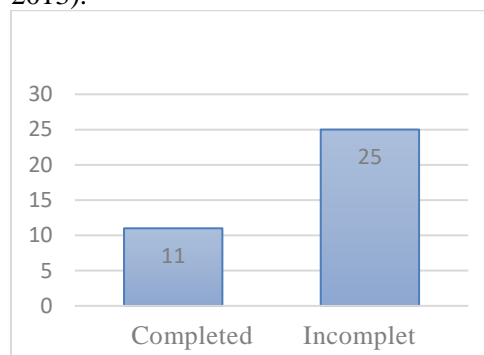


Figure 2 Comparison of Completed and Incomplete Students at The Observation Stage

Action Reflection 1 in Cycle I

After giving the cooperative script learning model, there was an increase in students' listening skills. It was concluded that 17 students, or 47.22%, had met the minimum completeness. The class average increased to 65.56, but classical completeness was still not fulfilled. A comparison of the value of the evaluation results between the

Observation and Action 1 in Cycle I stages can be seen in Figure 3.

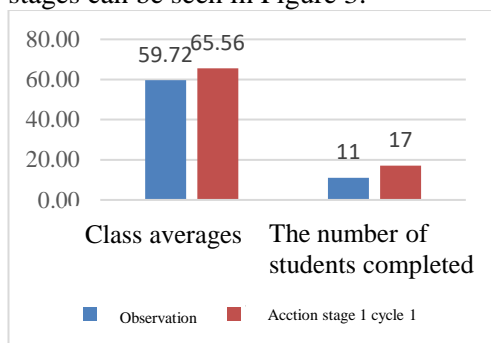


Figure 3 Graph of Comparison of Class Averages and The Number of Students Completed at The Observation and Action Stage 1 Cycle I

The teaching and learning process was generally well-organized, as seen by the seriousness with which students listened to the teacher's explanations, materials, and instructions. Students were observed actively recording whatever they believed to be interesting and valuable to the learning process. Because students were still unfamiliar with the cooperative script learning model, they were less active in the early activities, allowing the teacher to dominate the teaching and learning process.

Students who are less active in cooperative learning may be due to a variety of factors, including a lack of understanding of the cooperative script concept and how it works, a lack of social skills and collaboration among students, students' concerns about participating for fear of making mistakes or being labeled as stupid by their peers, a lack of student motivation to participate in cooperative activities, and a lack of adequate supervision and guidance from the teacher (Azizah, 2016; Rosidah, 2017). To maximize the benefits of cooperative learning, strong student comprehension and social skills are required, as well as good teacher supervision and guidance.

Students place more trust in their "smarter" friends. Students are also not

used to cooperating or responding to the responses or opinions of their peers. Relying on classmates perceived to be "smarter" in the learning process can be detrimental to students. Recent research has found that leaning on wiser friends can impact students' self-confidence and desire for autonomous study (Chen et al., 2021; Nopriyanti et al., 2021). Furthermore, students who rely too heavily on classmates for learning avoid difficult and uncomfortable assignments and struggle to develop independent learning skills (Shi et al., 2020). As a result, students must be provided with opportunities and support in developing independent learning abilities and guided to a conducive learning environment (Sukmadinata, 2017).

Students who rely on their "smarter" classmates may suffer from several negative consequences, including: (1) Reliance on friends: Students who constantly rely on wiser friends can become less autonomous and less confident. They may feel uncomfortable when their friends are absent or cannot assist them. (2) Learning limitations: Students who rely solely on their friends may receive restricted knowledge and lack a full understanding of the content being studied. They could be locked in the same paradigm, unable to develop critical and innovative thinking skills. (3) Learning errors: Students who rely on more intelligent classmates may have difficulties identifying and fixing flaws in their understanding. They may be unaware that their friend is not always correct, and they may have an incorrect or inadequate understanding. Several studies, including those by Nafi'ah (2018) and Lin & Huang (2018), demonstrated this.

Action Reflection 2 in Cycle I

The cooperative script learning model improved students' listening skills compared to the evaluation's findings in Action 1 Cycle 1. The number of students

who attained the requisite minimal mastery grew to 23 (or 62.89%), and the class average increased to 70.56 (as shown in Figure 4), but classical completeness is still not achieved or incomplete.

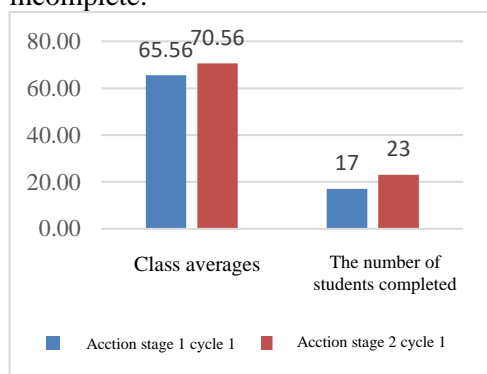


Figure 4 Graph of Comparison of Class Averages and The Number of Students Completed in Action 1 Cycle I and Action 2 Cycle I

Reflection on Cycle I

Several results were obtained during cycle I (Actions 1 and 2), including the following:

1. Students' attention was maintained throughout the teaching and learning process, particularly when they explained the content and listened to instructions.
2. Students were becoming more excited in learning and doing listening activities.
3. As expected from this cooperative script learning methodology, students felt joyful and helped when they worked together.
4. Students were more confident in their responses when they worked in groups rather than alone.

Analysis of the findings of the evaluation of learning from two class activities revealed a shift in individual completeness scores, class average, and classical completeness, beginning with the observation stage during listening learning. Despite the fact that there has been an increase because classical

completeness has not been met, the researcher and observer agree to carry out cycle II because classical completeness is one of the desired signs of success in adopting the cooperative script learning model.

Action Analysis 1 of Cycle II

The results of the evaluation of listening skills in action 1 Cycle II showed an increase in both the number of students and the class average, as well as the fulfilment of classical completeness, which is consistent with the findings of Darlin et al. (2020), who found a significant effect based on data analysis before and after using the cooperative script model, as shown in Figure 5.

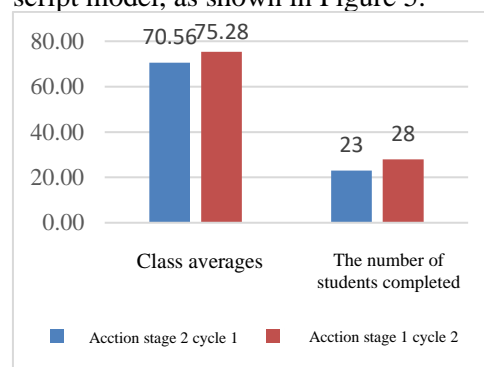


Figure 5 A Graph Comparing Class Averages with The Number of Students Who Finished Action 2 Cycle I and Action 1 Cycle II

Reflection of Cycles I and II

Cycles I and II results show that:

1. Using the cooperative script model to assist students in listening lessons produces significant results, as evidenced by average class scores, individual completeness, and classical completeness that exceed the specified minimum mastery criteria.
2. Student reactions in teaching and learning processes are increasing, particularly in listening activities.

CONCLUSION

In Classroom Action Research, it was discovered that using the cooperative

script learning model can improve the listening skill of SMA Negeri 1 Mandastana students in class XI IPS 2. The results of student responses showed that as many as 93% of students enjoyed using the cooperative script technique in listening learning. Thus, it can be concluded that using the cooperative script learning model can optimize students' listening skills and become an alternative for teachers in improving classroom learning quality.

Teachers' teaching and learning activities should vary the material and the learning model approach. The cooperative script is only one of many other learning models that teachers can use in class.

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