



Improving Short Story Reading Text Listening Skills by using the Cooperative Script Learning Model for Class XI Students of SMK Negeri 1 East Halmahera

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Abstract

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The skill of listening to short stories for class XI students of SMK Negeri 1 East Halmahera is still low. This is because students are less interested in learning to listen to short stories and do not understand the intrinsic elements of short stories in depth so that students have difficulty determining the intrinsic elements of short stories. The use of learning models and learning media is less interesting and boring to make students bored. In addition, the teacher has not been intensively guiding students in learning to listen to short stories. The formulation of the research problem is: (1) how is the quality of the learning process of short story listening skills through the Cooperative Script learning model in class XI students of SMK Negeri 1 East Halmahera; (2) how to improve the short story listening skills of class XI students of SMK Negeri 1 East Halmahera after listening to listening through the Cooperative Script learning model; and (3) what are the changes in the learning behavior of class XI SMK Negeri 1 East Halmahera in learning short story listening skills through the Cooperative Script learning model. The objectives of this classroom action research were: (1) to describe the quality of the process of learning short story listening skills through the Cooperative Script learning model for class XI students of SMK Negeri 1 East Halmahera; (2) describe the improvement of short story listening skills for class XI SMK Negeri 1 East Halmahera after listening to learning through the Cooperative Script learning model; and (3) describe changes in the learning behavior of class XI students of SMK Negeri 1 East Halmahera in learning listening skills through the Cooperative Script learning model. This study uses a class action research design. This classroom action research was carried out in two cycles, namely cycle I and cycle II. Each cycle consists of planning, action, observation, and reflection. The subject of this study was the skill of listening to short stories for class XI at SMK Negeri 1 Halmahera Timur.

Keywords: Skills, Listening, Short Stories, Learning Models

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INTRODUCTION

Learning literature in SMK students has an important role. Literature learning involves students being trained to instill a sense of love for literary works and trains students to appreciate (assess) literary works. In addition, learning literature can hone students' creative power in literature. Thus, learning literature does not only include theory and practice but also includes the value of forming character and attitudes. Literary learning is divided into two activities, namely literary appreciation and literary expression. Literary appreciation is an activity of

assessing literary works both written and oral and understanding the thoughts, feelings, and imaginations contained therein

train students in sharpening feelings, reasoning, imagination, and sensitivity to society, culture, and the environment. Expressive activities are activities of telling, performing, reading, and staging literary works and writing literary works. The expression contains ideas, views, feelings, and all human mental activities which are expressed in the form of beauty. Literary works according to their variety are distinguished into prose, poetry and drama (Sudjiman 1991: 11). Literary appreciation is also divided into three types, namely prose appreciation, poetry appreciation, and drama appreciation.

Appreciation activities are targeted in this study, especially in prose appreciation in the form of short story appreciation. Short story appreciation learning is an important lesson because it can hone creative power, concentration, and the accuracy of students' assessment of short stories. One of the short story appreciation lessons in the Class XI SMK curriculum is learning to listen to short stories to determine the intrinsic elements of short stories. Learning to listen to short stories needs to be trained and learned. Teachers must play an active role in teaching their students to be able to listen to short stories properly and correctly in accordance with the indicators of learning material and the learning objectives of Indonesian subjects that have been set. The important role of mastering listening to short stories is also very visible in the school education environment.

The success of students in understanding and mastering the short stories that are listened to begins with good listening skills. Based on this, short story listening skills need to be mastered properly. Through learning to listen to short stories in class XI Vocational High School students, students must be able to identify the intrinsic elements contained in short stories. Based on the results of interviews with Indonesian teachers in class XI at SMK Negeri 1 Halmahera Timur, learning to listen to short stories for students in class XI at the Vocational School had not been carried out properly. Students' skills in listening to short stories are still low. The KKM for Indonesian at SMK Negeri 1 East Halmahera is 75. The average score for listening to short stories has not yet reached the KKM, namely 72. The low ability of students to listen to short stories is influenced by two factors, namely internal factors and external factors. Internal factors come from students themselves, namely students are less interested in learning to listen to short stories. The low interest of students in learning to listen to short stories causes students to become less enthusiastic during the learning process of listening to short stories and students tend to be passive during the question and answer process regarding the intrinsic elements of short stories.

METHODS

This study uses a class action research design (CAR) with two cycles, namely the action process in cycle I and cycle II. Cycle I aims to determine students' ability to listen to short stories using the Cooperative Script learning model. Cycle I is used as a reflection to carry out cycle II.

The results of the action process in cycle II aimed to determine the improvement of short story listening skills with the Cooperative Script learning

model of students after improvements were made in learning based on cycle I reflection. Broadly speaking, the classroom action research procedure includes four stages, namely planning, acting, observing, and reflecting.

This classroom action research was conducted at SMK Negeri 1 East Halmahera, Kota Maba for the 2018/2019 academic year. This classroom action research was carried out in the odd semester of the 2018/2019 Academic Year for approximately 2 months starting from the preparation stage, implementation to the conclusion stage. The subjects of this classroom action research were students and teachers of class XI at SMK Negeri 1 East Halmahera, 2018/2019 academic year, with a total of 40 students.

The variables in this study consisted of two variables, namely the short story listening skill variable and the Cooperative Script learning model variable. Performance indicators are quantitative and qualitative measures that describe the level of achievement of a thing. The performance indicators used in this study consist of quantitative indicators and qualitative indicators.

The research instrument used to collect classroom action research data is in the form of a test instrument. The test instrument is used to reveal the level of students' short story listening skills during learning to listen to short stories. Data collection techniques used

in this study are test techniques, observations, interviews, journals and documentation. Test data was collected through a short story listening test through the Cooperative Script learning model.

Data analysis techniques were carried out qualitatively and quantitatively. Quantitative techniques are used to analyze quantitative data obtained from short story listening test results through the Cooperative Script learning model. Qualitative techniques are used to analyze qualitative data obtained from non-test results, including observations, interviews, journals, and photo documentation

RESULTS & DISCUSSION

Results

Discussion of research results of listening to short stories using the Cooperative Script learning model is based on the results of cycle I and cycle II. Discussion of research results includes the process of learning to listen to short stories, improving short story listening skills and changes in student behavior in learning to listen to short stories. The process of learning to listen to short stories can be seen from the results of non-test cycles I and cycle II, an increase in short story listening skills can be seen from the results of cycle I and cycle II tests, while changes in student behavior in learning to listen to short stories can be seen from the results of non-test cycles I and cycles II. The following is a discussion based on the results research cycle I and cycle II.

1. The Learning Process of Listening to Short Stories Using the Cooperative Script Learning Model

The learning process of listening to short stories using the Cooperative Script learning model is carried out in two cycles, namely cycle I and cycle II. The aspects of the learning process of listening to short stories include: (1) the intensive process of growing students' interest in paying attention to the

teacher's explanation and listening to short stories; (2) the intensive process of determining the intrinsic elements of a short story individually; (3) conducive discussion process in determining the intrinsic elements of short stories; (4) conducive condition of students during the process of presenting the results of the discussion; (5) conducive atmosphere during reflection activities at the end of learning. The results of the learning process of understanding the contents of the poetry that was heard from the two cycles can be explained in the following table.

Table 1. Results of the Learning Process of Listening to Short Stories in Cycle I and CycleII

No	Observed aspect	Rata-Rata Score				Peni ngk atan (%)
		Siklus I		Siklus II		
		F	(%)	F	(%)	
1.	The intensive process of growing students' interest in paying attention to the teacher's explanation and listening to short stories	30	75%	36	90%	15%
2.	The intensive process of growing students' interest in paying attention to the teacher's explanation and listening to short stories	25	62,5 %	34	85%	22,5 %
3.	The intensive process of growing students' interest in paying attention to the teacher's explanation and listening to short stories	24	60%	32	80%	20%
4.	The intensive process of growing students' interest in paying attention to the teacher's explanation and listening to short stories	26	65%	33	82,5 %	17,5 %
5.	The intensive process of growing students' interest in paying attention to the teacher's explanation	32	80%	36	90%	10%

	and listening to short stories					
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Based on table 27, it is known that the learning process of listening to short stories using the Cooperative Script learning model increased from cycle I to cycle II. Learning to listen to short stories using the Cooperative Script learning model cycle I recorded 30 students or 75% of students interested in paying attention to the teacher's explanation and listening to short stories and in cycle II there was an increase of 15% to 36 students or 90%. In cycle I as many as 25 students or 62.5% were able to determine the intrinsic elements of short stories individually intensively and in cycle II it increased by 22.5% to 34 students or 85%. In cycle I as many as 24 students or 60% were able to discuss in determining the intrinsic elements of short stories individually conducive and in cycle II it increased by 20% to 32 students or 80%. In the first cycle there were 26 students or 65% of students participating in the presentation of the results of the discussion in a conducive manner and in the second cycle there was an increase of 17.5% to 33 students or 82.5%. In cycle I as many as 32 students or 80% were able to participate in reflective activities at the end of learning in a conducive manner and in cycle II there was an increase of 10% to 36 students or 90%. The increase in the learning process from cycle I to cycle II was motivated by students' efforts to obtain high grades. better, namely by changing the negative behavior of students during learning. The increase is that students have paid attention to the teacher's explanation seriously and students listen to short stories well and students follow the learning steps assigned by the teacher so that students can get better grades in cycle II learning

1. The Intensive Process of Growing Students' Interest in Paying Attention to Teacher's Explanations and Listening to Short Stories

Based on the results of observations about the process of growing students' interest in paying attention to the teacher's explanation and listening to short stories from cycle I to cycle II, there was an increase of 15%. In cycle I, 30 students or 75% were recorded and in cycle II it increased to 36 students or 90% interested in paying attention to the teacher's explanation and interested in listening to short stories. In cycle I, not all students paid attention to the teacher's explanation seriously. There are still students who are not serious in participating in learning

listening to short stories. In cycle II some students showed enthusiasm when the teacher explained the material about the intrinsic elements of short stories. Students pay serious attention to what is explained by the teacher. This shows that students are interested in understanding more deeply the intrinsic elements of short stories.

Based on the results of the teacher's journal related to student interest in cycle I, that is, some students have dared to answer questions from the teacher when the teacher asks questions regarding the material about the intrinsic elements of short stories but students have not been able to listen to short stories calmly. In cycle II students have listened to short stories properly and seriously because they have received advice from the teacher to be more serious in listening to short stories so they can answer the questions on the activity sheet. Based on an interview with

students can be seen that in the first cycle of learning to listen to short stories students feel happy participating in learning to listen to short stories with media because teachers rarely use learning media as a learning tool. The teacher usually reads the short stories he has prepared himself. In cycle II students are more enthusiastic in participating in learning and are clearer in understanding the intrinsic elements of short stories that they did not understand at first. The student is sure to get a more satisfactory grade than the previous meeting.

In addition to the results of observations, the teacher's journal and interviews, the process of growing students' interest in paying attention to the teacher's explanation and listening to short stories can be seen from the photo documentation.

1. Conducive Process of Discussion in Determining Intrinsic Elements of Short Stories

Based on the results of observations about the discussion process in determining the intrinsic elements of short stories from cycle I to cycle II, there was an increase of 15%. In cycle I there were 24 students or 60% students can be seen that in the first cycle of learning to listen to short stories students feel happy participating in learning to listen to short stories with media because teachers rarely use learning media as a learning tool. The teacher usually reads the short stories he has prepared himself. In cycle II students are more enthusiastic in participating in learning and are clearer in understanding the intrinsic elements of short stories that they did not understand at first. The student is sure to get a more satisfactory grade than the previous meeting.

In addition to the results of observations, the teacher's journal and interviews, the process of growing students' interest in paying attention to the teacher's explanation and listening to short stories can be seen from the photo documentation.

1. Conducive Process of Discussion in Determining Intrinsic Elements of Short Stories

Based on the results of observations about the discussion process in determining the intrinsic elements of short stories from cycle I to cycle II, there was an increase of 15%. In cycle I there were 24 students or 60% in cycle II it increased to 30 students or 75% of students were able to discuss well. In learning to listen to short stories cycle I several pairs of students did not carry out the discussion properly. They only complement each other's answers that have not been done, not discussed if there are differences. In learning to listen to short stories cycle II 70% of students carry out discussion activities well. Several pairs matched their answers, if there were different answers, they discussed them until they found the right answer.

Based on the results of the interview with students in cycle I showed that the discussion really helped them in answering questions on the activity sheet, they found it difficult to answer questions because they lacked concentration in listening to short stories. With discussion activities they will complement each other's unanswered questions.

In cycle II students are more serious in discussing the answers they have found so that in presenting in front of their friends their answers are complete and correct. The results of student journals also show their interest in discussion

activities. The students were greatly helped by the discussion activities because there were still questions they had not answered. By discussing each pair will complement each other their unanswered questions.

The results of the photo documentation are also visible changes that students have shown a good attitude during the learning process from cycle I to cycle II. In cycle I there were students who were not serious in discussing. However, in cycle II students were able to discuss well.

1. Conducive Conditions of Students During the Process of Presenting the Results of the Discussion

Based on the results of observations about the conducive condition of students when presenting the results of discussions from cycle I to cycle II, there was an increase of 17.5%. In cycle I there were 26 students or 65% and in cycle II there was an increase to 33 students or 82.5% of students being able to carry out presentation activities well. In cycle I there were still many students who were not serious when presenting activities. They did not pay attention to what was conveyed by their friends who were presenting the results of the discussion. In cycle II there has been an increase by showing their seriousness, namely the atmosphere of discussion in the presentation has begun. Students express rebuttals and respond to each other. In addition, when each pair was appointed to present the results of the discussion, most of them immediately had a representative from each pair for the presentation. This shows a good response that proves students are confident with the results of student discussions. The results of the photo documentation show that the condition of the students when presenting the results of the discussion determines the intrinsic elements of the short story to run smoothly.

1. Conducive Atmosphere During Reflection Activities at the End of Learning

Based on the results of observations about the conducive atmosphere during reflection activities at the end of learning from cycle I to cycle II, there was an increase of 10%.

In cycle I there were 32 students or 80% and in cycle II it increased to 36 students or 90% showing a good attitude when doing reflection activities.

In cycle I and cycle II the reflection activities went well. Students have shown a positive attitude when the reflection activity took place. The results of interviews with students regarding the impressions and suggestions for the learning that has been done are that students feel happy with learning to listen to short stories using learning models. Students feel more enthusiastic to listen to short stories. The disadvantage of cycle I learning is that the room conditions are too bright which makes the learning model less clearly visible from behind. In cycle II students thought that students became more aware of the intrinsic elements of short stories so they could work on the questions well. Based on the first cycle of student journals, it shows that students can mention students' difficulties during learning and can provide suggestions for future learning. Most students have difficulty in distinguishing the stages of flow.

Suggestions that students give to In the next lesson, the teacher explains more clearly the intrinsic elements of the short story. In cycle II students no longer find it difficult during the learning process and provide suggestions for teachers to

practice fun learning models in each lesson so that students are more interested in participating in learning.

This shows that there is an increase in learning reflection activities from cycle I to cycle II. In addition, the conducive atmosphere during reflection activities at the end of learning is supported by the results of photo documentation.

1. Improving Short Story Listening Skills Using the Cooperative Script Learning Model Cycle I and Cycle II

The results of the short story listening skills test using the Cooperative Script learning model score on each aspect of cycle I and cycle II which are calculated to determine skill improvement

listening to short stories using the Cooperative Script learning model in cycle I and cycle II.

The results of listening to short stories through the Cooperative Script learning model cycle I and cycle II can be seen in the following table.

Table 2. Short Story Listening Test Results Cycle I and Cycle II

No.	Assessment Aspects	Average Class Score		Enhancements	
		SI	SII	SII-SI	Percent (%)
1.	Types of grooves and evidence support	80,6	84,3	3,7	4,6
2.	Short story conflict and reasons support	61,2 5	71,2 5	10	16,3
3.	The climax of the short story and its reasons support	60	70,6	10,6	17,6
4.	The main character and the reasons for which support	77,5	82,5	5	6,4
5.	Character traits and reasons support	84,3	87,5	3,2	3,8
6.	Methods of characterization and reasons which supports	64,4	73,2	8,8	13,7
7.	Short story background	78,2	87,5	9,3	11,9
Klasikal Short story background		72,4 5	79,5	7,05	9,7

Based on this table, classically it can be seen that the results of the short story listening skills test using the Cooperative Script learning model have increased from cycle I to cycle II by 7.05 or 9.7%, namely from the class average

value in cycle I of 72.45 to 79.5 in cycle II. In the aspect of the type of flow and evidence that supports the average value of students increased by 3.7.

The class average value of 80.6 in cycle I increased to 84.3 in cycle II. The student's average score determines the type of flow and supporting evidence shows very satisfactory results. Almost all students can determine the exact type of plot for the short story they have listened to. The next aspect is the short story conflict and the reasons that support it. Average value obtained by students in cycle I of 61.25. In cycle II, the average value of students on aspects of short story conflict and the reasons that support it increases to 71.25 with an increase difference of 10. This shows that students are trying to understand more deeply the material of short story conflict so that the average on the short story conflict aspect increased from cycle I.

The climax aspect of the short story and the supporting reasons also increased by 10.6. In cycle I the average value of students in this aspect was 60 and increased in cycle II to 70.6. This was because the teacher gave an example and showed the climax of the short story and explained again about the climax of the short story.

In cycle II, the aspects of the main character and the supporting reasons also increased from cycle I. The average score of students on aspects of the main character and the reasons that supported this in cycle I was 77.5, increasing in cycle II to 82.5. Aspects of character traits and supporting reasons also increased by 3.2.

In the first cycle, the average value of students in this aspect was 84.3 and it increased in the second cycle to 87.5.

This proves that students are able to determine the character of the character and mention the reasons that support it well.

The average value of the first cycle on the aspect of characterization methods and the reasons that support it is 64.4. In cycle II, the average for this aspect increased from 8.8 to 73.2. Students have shown efforts to improve their ability to determine characterization methods and state supporting reasons. The last aspect, namely the background of the short story, has also increased. In this aspect, the class average value increased by 9.3. The value obtained in the first cycle of 78.2 increased in the second cycle to 87.5.

1. Changes in Student Behavior in Learning to Listen to Short Stories Using the Cooperative Script Learning Model

Improving short story listening skills using the Cooperative Script learning model is accompanied by changes in student behavior from cycle I to cycle II. Changes in student behavior can be seen from the results of observations, interviews, student journals, teacher journals, and photo documentation. In cycle I, it showed that some students showed a less serious attitude in learning to listen to short stories. Many students do not pay attention to the teacher's explanation of the intrinsic elements of short stories.

In addition, students do not really really listen to the reading of the short stories so that students have difficulty working on the questions on the activity sheet. In addition, students are also less serious in carrying out discussions and presentations. In cycle II student behavior changes. Students are able to show a serious attitude and can create a conducive classroom atmosphere. The activity of students in expressing opinions and asking questions also increased.

Students are able to take advantage of the allotted time and show discipline to carry out the steps in learning. active in every learning process.

CONCLUSION

Conclusions from the results of the analysis and discussion of research on improving listening skills

short stories using the Cooperative Script learning model for class XI students of SMK Negeri 1 East Halmahera as follows. (1) The learning process of listening to short stories using the Cooperative Script learning model for class XI students of SMK Negeri 1 East Halmahera has been going well according to the planned targets. The learning process of listening to short stories increased from cycle I to cycle II. Students are interested in paying attention to the teacher's explanation and listening to short stories. Students are able to determine the intrinsic elements of short stories well without copying friends' answers. Apart from that, the discussion and presentation activities were conducive. Then students have participated in reflection activities well at the end of learning. This is a student effort to be better to get better grades. (2) The results of learning tests for listening to short stories through the Cooperative Script learning model in class XI students of SMK Negeri 1 East Halmahera increased from cycle I to cycle II. In cycle I, the average class result was 72.45 in the sufficient category. After the action was taken in cycle II, the class average was 79.5 in the good category or an increase of 7.05 or 9.7%. Aspects of the type of plot and supporting evidence have increased by 4.6%, aspects of short story conflict and supporting evidence have increased by 16.3%, aspects of the short story climax and supporting evidence have increased by 17.6%, the main character and reasons supporting characters increased by 6.4%, character traits and supporting reasons increased by 3.8%, characterization methods and supporting reasons increased by 3.8%, and short story backgrounds increased by 11.9%. (3) Behavior of class XI students of SMK Negeri 1 East Halmahera experienced an increase in a positive direction after learning to listen to short stories through the Cooperative Script learning model. This can be seen from the non-test results which include observations, teacher and student journals, interviews, and photo documentation in cycle I and cycle II. The behavior of students in cycle I was passive, not serious when the teacher explained the material and was still reluctant to ask questions when they encountered difficulties. In cycle II it turned serious in paying attention to explanations from the teacher and serious in listening to short stories. Students are active in carrying out learning steps. In addition, they look enthusiastic and enjoy the learning process so that the class becomes conducive and the assignments given by the teacher can be done well and get maximum grade

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