Implementation of Cooperative Script Learning Model to Improve News Listening Ability Students of Class X1-IPS SMA Negeri 14 Maluku Tengah

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Abstract

This research is a quantitative descriptive study with a correlational design. The purpose of this study was to describe the differences in the ability to listen to the news of students in class XI-IPS SMA Negeri 14 Maluku Tengah. Data was collected by using observation, questionnaire, and test techniques. The samples of this research were students of class XI IPS-1 (23 people) and students of class XI IPS-2 (20 people). Data analysis was carried out using SPSS version 20. The results of this study were (1) the average posttest score for the experiment class was higher than the average posttest score for the control class; (2) there was an increase in the average score in the experiment class from 81.98 to 88.10; (3) the normality test and homogeneity test showed that the data were normally distributed because the significance value was more than 0.05; (4) there is a strong and significant correlation between the results of the pretest and posttest in the experiment class.

I. Introduction

Indonesian language learning is a process to train students' language skills (Hasnah et al., 2022; Pratiwi, 2021). The language skills in question are the ability to listen, speak, read and write. These language skills are related to each other. However, researchers only focused on listening skills. Listening is an important skill to be mastered so that students can gain a good understanding, especially in the learning process in the classroom (Agustina et al., 2022; Menge, 2022; Nurhasanah et al., 2022).

To develop students' language skills, listening activities have a very important role (Purwanti, 2021; Ratnaningsih, 2021). However, listening learning is not only presenting material by listening to all information, but there is an understanding process that must be developed. It was found that listening activities were often ignored by the teacher so that students were less enthusiastic in responding to the reading material. In fact, listening is an ability that students often use in everyday life (Lestari et al., 2020; Marhaeni & Lasmawan, 2021).

Listening activities are carried out by students every day, whether it is listening to stories, news, conversations, or even learning materials delivered by the teacher. The benefits of listening in everyday life are to get valid information, obtain facts, and can broaden one's horizons if what is being listened to is related to science (Putri & Wijayanti, 2018; Yulianti et al., 2018). This happens because listening is a process of listening, identifying, and understanding with full attention in order to understand the meaning and content conveyed through oral speech (Pingak, 2020; Purwanti, 2021).

The role of listening in the language learning process is very large, so an effective learning model is needed in listening learning. The learning model is important in listening learning, especially listening learning in high school. With an effective model, listening learning will achieve the expected goals. One of the types of listening described in this study is listening to the news. News is facts about events or events that are warm, interesting or important to some people, which are conveyed through periodical media such as newspapers, radio, television or online media.

The link between the ability to listen to the news and the learning model is to create a fun teaching and learning activity. One of the learning models that can be used by the teacher is the cooperative script learning model.

In cooperative script, there is an agreement between students about the rules for collaborating so that problems will be solved and concluded together (Samsiah & Zahara, 2019; Selamet, 2021; Wahyudin, 2020). The teacher's role is only as a facilitator who directs students to achieve learning goals. With this model, students are required to be good listeners in order to understand the material presented. Students become respectful of each other. Things that must be considered in applying the cooperative script to the ability to listen to news are the availability of media, class conditions, and learning resources (Hanifah, 2021; Leonard et al., 2019).

There are several changes in learning which was originally student-centered learning orientation; The methodology which was originally more dominated by expository changed to participation and the approach which was originally more textual has turned into contextual (Trianto, 2007). These changes are intended to improve the quality of education, both in terms of process and results. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020).

This research was conducted because of the low concentration of students during listening activities. Most students are very dependent on their friends who are superior so they tend not to listen well. Problems regarding the low concentration of students in listening are also influenced by the learning model applied by the teacher which does not stimulate students to learn critically.

II. Review of Literature

2.1 Listening

Listening is one of the language skills among the four other language skills, namely speaking, reading and writing. Anderson (Tarigan, 2008) says that listening means listening with full understanding and attention and appreciation. Tarigan ((2008) adds, listening is an activity of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content and understand the meaning of communication conveyed by the speaker through speech or spoken language.

Based on these opinions, it is concluded that listening activities must be carried out with full attention and understanding because the purpose of listening is to capture the content/messages that have been conveyed by the speaker through spoken language. Thus, it is clear the difference between hearing, listening and listening. In listening, a person has not focused on understanding something that is heard, even hearing may occur accidentally, for example while studying suddenly the person hears the sound of a car. It is no different in listening activities. In this activity, there is an intention to focus, but there is no purpose to understand something that is heard, for example when studying.

The listening process requires serious attention. Listening is different from hearing or listening. Listening activities include listening, listening accompanied by efforts to understand the reading material (Erin & Sukidi, 2019; Mintowati, 2018). Therefore, in listening activities there are elements of intentionality, attention and understanding which are the main elements in every listening event. Listening success is also influenced by environmental factors. Environmental factors must be avoided that will adversely affect the success of developing listening competence.

A person is said to be successful in listening activities if he is able to reveal the information he has obtained. Tarigan (2008) says that the main purpose of listening is to capture, understand or appreciate the messages, ideas, and ideas implied in the reading material. In general, the objectives of listening include: (1) obtaining information; (2) collect data; (3) become more effective in communicating; (4) give an appropriate response to everything that is heard (Anggraini, 2019; Kokomaking & Usman, 2021; Munar & Suyadi, 2021).

The purpose of listening related to this research is to obtain information, capture the content of the news or news points conveyed by the speaker through speech. Listening activities appear in daily activities in various forms. The more advanced social life, the more varied the forms. This diversity is caused by the existence of several points of view which are then used as the basis for classifying listening.

2.2 News

News is an accurate fact or an idea that can attract the attention of a large number of readers (Indartiningtias et al., 2019; Khalid, 2019; Krisbianto et al., 2020). Meanwhile, another opinion says that news is a report about one of the hottest events (Harahap et al., 2022; Nurpadillah et al., 2020; Suryani & Setiawan, 2022).

So it can be concluded that not everything written in newspapers or magazines can be called news. Advertisements and recipes are not called news. The so-called news is a report about an event or opinion that is interesting and important to the audience. Not all reports about incidents deserve to be reported to the public or made into journalistic news. There are certain criteria that are met so that an event or event can be reported. This measure is referred to as newsworthy criteria. The criteria for newsworthy are whether or not an event is written by a media. Iskandar (Iskandar, 2005) suggests that events that are considered newsworthy or newsworthy are those that contain the following elements.

a. Actual (current) are events that are covered and written are events that have just happened or contain contemporary things. If the event has passed, then it is considered stale.
b. Important is an important event that has the opportunity to affect the lives of many people or events that have an impact on the lives of readers.
c. Big is a big event that affects the lives of many people or events involving numbers which when added up will be very interesting for the reader.
d. Proximity is an event that occurs close to the reader. Usually, this proximity is geographical or emotional.
e. Popularity is an event involving a person, thing or place that is well known or well known to the reader.
f. Humanity is an event that gives a touch of feeling to the reader. Usually, events that concern ordinary people in extraordinary situations, or great people in ordinary situations.
g. Conflict is an event that presents two parties with opposing interests.
h. Strange is an event that is unusual or rare.

2.3 Cooperative Script Learning Model

Cooperative script learning model is a form of cooperative. In cooperative script there is an agreement between students about the rules for collaborating so that problems are solved and concluded together (Samsiah & Zahara, 2019; Selamet, 2021; Wahyudin, 2020). The interactions that occur are really student-student interactions. In student activities during cooperative script really empowers students' potential to actualize their knowledge and abilities. So it really fits the constructivist approach being developed today.

Cooperative script learning model is a learning method in which students work in pairs and take turns orally summarizing the parts of the material being studied (Fatkhurokhman, 2020; Hasmi & Pohan, 2021; Samsiah & Zahara, 2019). The steps of the script cooperative (Imanuddin, 2020; Mahdalena & Sain, 2020; Rusydiana, 2021) are as follows.

a. The teacher writes the learning topic
b. The teacher writes the learning objectives
c. The teacher divides students into 2 types, namely A and B. Each group in each group type consists of 6 and 5 people (A^1 = 6 people, A^2 = 5 people and B^1 = 6 people, B^2 = 5 people)
d. Each group type A and B do different activities (type A works on Student Worksheet 1, Type B works on Student Worksheet 2)
e. The teacher pairs 1 student from the type A group with 1 student from the type B group.
f. Teachers and students determine who first acts as a speaker and who acts as a listener.
g. Changing roles, from being a speaker to being a listener and vice versa.
h. Students discuss with their group friends to determine the main points of the news in the news using 5W+1H elements.
i. The teacher asks one of the pairs to present the results of their activities.
j. The teacher gives awards to students who have the best presentation.
k. Teachers and students together draw conclusions.

III. Research Method

This research is a quantitative descriptive study with a correlational design. This research was conducted at SMA Negeri 14 Maluku Tengah. The subjects of this research are students of class XI   IPS-1 (23 people) and students of class XI IPS-2 (20 people) for the academic year 2021/2022.

The variable X of this research is the application of the *cooperative script*, while the variable Y is the ability to listen to the news of the students of class XI IPS SMA Negeri 14 Maluku Tengah.

The research data were collected using observation techniques, interview techniques, questionnaire techniques and test techniques. The main data of this study were the *pretest* and *posttest* in the experiment class and the control class. The validity test in this research is done by doing a correlation between the test item scores and the variable scores.

The hypothesis of this research is that there is a positive relationship between the application of the cooperative script and the ability to listen to the news. In this study, the validity of the test was used with the *correlated bivariate person* in the SPSS version 20 program with the menu *Analyze > correlate > Bivariate*. To determine whether the test item is valid or not, it is by looking at the calculated r value and r table. The test item is declared valid if r count > r table at a significance level of 0.05.

Testing the reliability of the test items in this study used the SPSS Version 20 person correlation analysis method with the menu *analyze > scale > reliability analysis*. To find out whether the test items are reliable or not, it can be seen on the SPSS output*cronbach alpha*.

The normality test in this study aims to test whether the data has a normal distribution or not. To test normality, the menu *analyze descriptive statistics > explore plots normality plots with test continue ok* in the SPSS 20 program. To find out whether the research data is normal or not, see the output of SPSS *test o normality* table *Shapiro-Wilk* column sig. If the significant value > 0.05 then the data is normally distributed.

The homogeneity test in this study aims to determine whether the population has the same variance and does not show significant differences from one another. To test the homogeneity of variance, it was carried out using the help of the IBM SPSS 20 program. If the significance was > 0.05, it meant that the test results had no variance or homogeneous differences, but if the significance was < 0.05, it meant the variance was not homogeneous.

After testing the prerequisites, the next step is to test the hypothesis using the t-test. The t-test is used to determine the average value of the two classes has a difference or not. In this study, researchers used a *t- test with a paired sample (t) test* using the help of IBM SPSS 20.

IV. Results and Discussion

4.1 Results
a. Test Data

Table 1. Experiment Class Pretest Score

Student Code	Pretest	Student Code	Pretest
01	75	13	75
02	65	14	70
03	70	15	70
04	60	16	70
05	70	17	55
06	70	18	70
07	70	19	60
08	75	20	65
09	70	21	75
10	75	22	70
11	65	23	70
12	70		

Table 2. Experiment Class Posttest Score

Student Code	Posttest	Student Code	Posttest
01	100	13	82
02	85	14	85
03	90	15	85
04	82	16	90
05	85	17	85
06	85	18	100

Student Code	Posttest	Student Code	Posttest
07	90	19	90
08	90	20	82
09	95	21	80
10	90	22	95
11	80	23	85
12	100		

Table 3. Control Class Pretest Score

Student Code	Posttest	Student Code	Posttest
01	60	11	82
02	60	12	85
03	60	13	85
04	75	14	90
05	70	15	85
06	10	16	100
07	40	17	90
08	45	18	82
09	60	19	80
10	75	20	95

Table 4. Control Class Posttest Score

Student Code	Posttest	Student Code	Posttest
01	100	11	75
02	85	12	85
03	85	13	95
04	85	14	90
05	75	15	80
06	76	16	72
07	80	17	76
08	80	18	80
09	95	19	85
10	90	20	80

b. Normality Test

After the pretest-posttest obtained, a normality test was carried out using the *liliefors* in the SPSS version 20 program. If the significance value was > 0.005 then the data was normally distributed but if the significance value was < 0.005 then the data was not normally distributed. Based on the normality test, the test results can be seen in *output* the SPSS *Shapiro-Wilk*.

Table 5. *Output* SPSS Tests of Normality

	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
Students' Ability to Listen News	*Pretest* Experiment	.929	23	.103
	Posttest Experiment	.934	23	.136

	Pretest Control	.921	20	.091
	Posttest Control	.921	20	.091

Based on table 5, it can be said that *posttest* the experiment class pretest-posttest data were normally distributed because the four data had a significance value of 0.05. The normality test table states that pretest is 0.103 > 0.05, *posttest* is 0.136 > 0.05, while pretest is 0.091 > 0.05 and posttest is 0.091 > 0.05.

c. Homogeneity Test

Homogeneity test was conducted to determine whether the sample was homogeneous or not. Data testing was carried out using posttest data for the experiment class and the control class. This test uses the SPSS version 20 program. Decision making is if the significance value > 0.05 then the variance of the data groups is the same. The results of the homogeneity test are seen in the SPSS output of the following significance column.

Table 6. *Output* SPSS Homogeneity Test\

		Levene Statistic	ddf1	ddf2	SSig.
Student learning outcomes	Based on Mean	3.324	1	42	.075
	Based on Median	2.348	1	42	.133
	Based on Median and with adjusted df	2.348	1	39.853	.133
	Based on trimmed mean	3.304	1	42	.076

The data in table 6 shows that the ability of students to listen to news in the experiment class and also the control class is homogeneous or the same because the significance value is 0.05. The homogeneity test results in the significance value column showed 0.075 > 0.05.

d. Hypothesis Testing

Hypothesis testing is a test of data using statistical methods so that the data can be declared significant or not. This test is carried out if the analysis prerequisite test consisting of normality test and homogeneity test has met the requirements. Hypothesis testing is done using this t-test is presented as follows.

Analysis *Paired sample statistical* used to determine the increase in the score of students' ability to listen to the news. Test *paired samples statistic* can be seen in the following table.

Table 7. t-test *Paired Samples* of News Listening Ability
Experiment Class and Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest experiment	81.96	223	13.206	2.754
	Posttest experiment	88.10	223	9.467	1.974
Pair 2	Pretest control	57.86	220	21.188	4.624
	Posttest control	83,48	220	6.978	1.523

Table 7 shows that the average value of the ability to listen to news in the experiment class and the control class before and after treatment. The average pretest score of the experiment class news listening ability of 23 students was 81.96 and the posttest was 88.10. Meanwhile, the average pretest average posttest was 83.48.

Table 8. Hypothesis Test of News Listening Ability
Experiment Class and Control Class

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest experiment - posttes experiment	-1.522	17.151	3.576	-8.939	5.895	-.426	22	.675
Pair 2	Pretest control – posttest control	-30.238	22.993	5.018	-40.705	-19.772	-6.026	20	.000

The value of t count in the experiment class is -.426 with a sig of 0.000. because sig < 0.05, it can be concluded that Ho is accepted and Ha is rejected. This means that there are differences in the students' ability to listen to news before and after being given treatment. Thus, it can be said that learning to listen to the news using the cooperative script can improve students' ability to listen to the news.

e. Analysis Sample Correlations

The results of the t test show that the correlation between the pretest and posttest of the ability to listen to news in the experiment class is -0.121 with a sig of 0.584. It shows that the correlation between the two mean pretest-posttest is strong and significant. While the correlation between pretest-posttest ability to listen to news in the control class is 0.105 with a sig of 0.650. It shows that there is no correlation between the two mean pretest and posttest.

Table 9. t-test of the Correlation Sample of News Listening Ability
Experiment Class and Control Class

Paired Samples Correlations		BN	Correlation	Sig.
Pair 1	Pretest experiment & posttest experiment	23	-.121	.584
Pair 2	Pretest control & posttest control	20	-.105	.650

4.2 Discussion

Implementation of learning about news texts in class X1-IPS SMA Negeri 14 Maluku Tengah in two different classes with different treatments. Class XI IPS-1 as an experiment class received news listening material using a cooperative script learning model, while class XI-IPS-2 as a control class used a conventional model. The application of different learning models greatly affects the results achieved by students.

Before the learning process with news text material was given, the researcher had distributed a questionnaire first to be filled out by the students in the two classes. The use of the questionnaire was to measure students' attitudes towards learning to listen to the

news. The questionnaire given consists of 10 questions that must be answered according to the answer choices Always, Often, Sometimes, and Never. After that, the researcher gave a pretest to both classes to find out their initial ability before receiving the material. There are 5 questions in the form of multiple choice pretest. After the pretest was carried out, the researcher presented the material to the experiment class and control class.

The difference in treatment carried out in the two classes certainly has a different effect on the learning process. In the experiment class the researchers gave treatment by applying the cooperative script learning model, making students in the experiment class more enthusiastic in learning. Students become active, dare to ask questions, answer the questions given, are able and brave to express opinions, and are able to communicate between group friends.

In the experiment class, the researcher conveys the news text material that will be studied in outline to the students. Furthermore, according to the learning model used, the researcher divides students into two types of groups A and B into 4 groups, each of which students have heterogeneous abilities and do different activities. Type A group consists of group A1 and group A2, group A1 consists of 6 students and group A2 consists of 5 students. On the other hand, type B group consists of group B1 and group B2, B1 consists of 6 students and B2 consists of 5 students. Then the teacher appointed 1 student from group A with 1 student from group B to exchange roles. The teacher and students determine who is the first to act as a speaker and who is a listener.

Furthermore, students who originally acted as speakers became listeners and students who were originally listeners became speakers. After that, students discuss with their group friends to determine the main points of the news using the 5W+1H elements. After discussing, the teacher asks one of the pairs to present the results of their group work. The teacher gives appreciation to the student who has the best presentation and draws conclusions with the students.

Learning activities in the experiment class using this cooperative script learning model make students find information to solve problems and conclude together based on their respective abilities. In addition, students are appointed to present the results of group work in front of the class and other group members listen carefully.

In contrast to the learning process carried out in the control class, it is clearly seen that students tend to be passive in receiving news text material. Only one or two students were seen to be active. Some students just choose to be silent and pay attention to the worksheets given. After giving the material, the researcher gave a posttest to the two classes with the aim of knowing the final ability of the students. The pretest-posttest questions given to the experiment class were the same as those given to the control class.

The results of the pretest-posttest in the two classes have differences. The average posttest score for the experiment class is 88.10, which is higher than the average posttest score for the control class, which is 83.48 with an average difference of 4.62. In addition, there was an increase in the average score in the experiment class as seen from the average pretest score of 81.98 and the average posttest score of 88.10. So the difference was 6.12. From the average value, it is concluded that the application of the cooperative script learning model has a positive influence on the ability to listen to the news of the XI IPS class students of SMA Negeri 14 Maluku Tengah.

V. Conclusion

Based on the results of the discussion, it is concluded that:

1. The results of the pretest-posttest in the two classes have differences. The average posttest score for the experiment class is 88.10, which is higher than the average posttest score for the control class, which is 83.48 with a difference of 4.62. In addition, there was an increase in the average score in the experiment as seen from the average pretest score of 81.98 and the average posttest score of 88.10 with a difference of 6.12.

2. The results of the normality test and homogeneity test showed that the data were normally distributed because the results showed a significance value of 0.05. The normality test showed that the experiment class pretest results were 0.103 > 0.05, the experiment class posttest 0.136 > 0.05, while the control class pretest results were 0.091 > 0.05 and the control class posttest was 0.091 > 0.05. The homogeneity test results in the significance value column showed 0.075 > 0.05.

3. The results of the analysis of sample correlations show that the correlation between the pretest and posttest of the ability to listen to news in the experiment class is -0.121 with a sig of 0.584. It shows that the correlation between the two mean pretest-posttest is strong and significant. While the correlation between the pretest-posttest ability to listen to news in the control class is 0.105 with a sig of 0.650.

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