

**IMPROVING STUDENT LEARNING OUTCOMES IN INDONESIAN
LANGUAGE USING THE COOPERATIVE SCRIPT METHOD IN
CLASS VIII-1 SMP NEGERI 2 MUARA
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Abstract

The problems in this research are: 1) Teachers do not use varied methods, but still tend to use lecture and question and answer methods, so that student learning outcomes in Indonesian lessons are still low 2) Teachers do not use media or props in Indonesian language learning, so students are not active in the teaching and learning process 3) Students feel bored with Indonesian lessons. The purpose of this research is to improve student learning outcomes in Indonesian language lessons on News Writing material using the Cooperative Script method in Class VIII-1 of SMP Negeri 2 Muara in the 2014/2015 academic year. The formulation of the problem in this research is Can it improve student learning outcomes in Indonesian language lessons on News Writing material using the Cooperative Script method for Class VIII-1 SMP Negeri 2 Muara in the 2018/2019 academic year? This type of research is classroom action research. In this study, the Cooperative Script Method is the main target. Applying the Cooperative Script Method in Indonesian language lessons on News Writing material can improve student learning outcomes in Class VIII-1 of SMP Negeri 2 Muara in the 2018/2019 academic year. The subjects of this study were 34 students of Class VIII-1, 11 boys and 23 girls. Formal objects using the Cooperative Script method in Indonesian language lessons at SMP Negeri 2 Muara for the 2018/2019 academic year. The results of the research at the time of the pre-test 5 students or 14.7% were complete and 29 students or 85.3% did not reach the completeness value of 34 students with a class average score of 47.64, the lowest score was 20 and the highest score is 80. In cycle I, the number of students who completed 19 students or 55.8% and 15 students who did not complete or equal to 44.2% with a class average score of 62.64, the lowest score was 40 and the highest score was 90. Meanwhile, in the second cycle the number of students who completed an increase was 31 students or 91.2% and 3 students who did not achieve the completeness score or 8.8% with an average score of 83.82, the lowest score was 50 and the highest score was 100. With Thus, it can be concluded that applying the Cooperative Script method can improve student learning outcomes in Indonesian language lessons on News Writing material in Class VIII-1 SMP Negeri 2 Muara for the 2018/2019 academic year

Keywords: Cooperative Script, Learning Outcomes

INTRODUCTION

Learning will be said to be successful if someone who learns experiences changes in himself. In an effort to improve student learning outcomes in schools, teachers are obliged to be able to create learning activities that can build students' ability to understand lessons in order to achieve optimal learning outcomes. Therefore, in designing optimal teaching and learning activities, the accuracy of the teacher is needed in choosing methods or learning strategies that are in accordance with the material to be taught.

Efficient learning can be achieved if you can use the necessary strategies to achieve maximum results. The teacher as one of the components in the world of education must have the responsibility in managing the teaching and learning process to be effective, efficient, dynamic, and positive.

Indonesian subjects are general subjects that are mainly developed in the teaching and learning process in schools. Learning Indonesian is directed at increasing the ability of students to communicate properly and correctly, both orally and in writing, as well as fostering appreciation of the work of Indonesian human literature. The scope of Indonesian subjects includes components of language skills and literary skills which include listening, speaking, reading and writing aspects.

Competency standards for Indonesian subjects are the minimum qualifications of students that describe the mastery of knowledge, language skills, a positive attitude towards Indonesian language and literature. These competency standards are the basis for students to understand and respond to local, regional, national and global situations.

Realizing the above, a teacher should have creative skills in developing the learning process. Teachers or educators are obliged to improve student learning outcomes, by creating learning activities that are able to build students' abilities to understand lessons so that optimal learning outcomes are achieved in order to achieve educational goals. One of them is the use of methods that are relevant to the subject matter.

Teaching methods affect the quality of learning. A good teacher teaching method will influence good student learning as well. Poor teaching methods can occur when the teacher prepares and does not master the subject matter so that the presentation method is not clear.

Based on the data that the authors found, there is a problem, namely the low student learning outcomes in Indonesian subjects. This can be seen from the scores obtained by students who do not meet the KKM (minimum

completeness criteria), from 34 students only 5 students or 14.7% completed Indonesian language lessons, while 29 students or 85.3% had not yet completed the lesson. Indonesian language lessons. This is because in teacher learning does not use varied methods, teachers still tend to use lecture and question and answer methods. The teacher explains the material being studied without giving students the opportunity to express their opinions. Which makes students inactive in the teaching and learning process. students just come, sit down, listen to the explanation and will work on the questions if there are questions given by the teacher. And the absence of media or teaching aids used by the teacher in the learning process. Even though learning Indonesian in listening and speaking can use TV / radio media, without having to wait for facilities or infrastructure from school. By teaching teachers in this way, students become bored and do not like Indonesian subjects. This can be seen when the teacher explains that there are still many students playing, disturbing their friends who are studying and not paying attention to the teacher who is explaining.

To be able to overcome the above problems, it is deemed necessary to improve teaching, namely by using a variety of methods. Teachers are expected to be able to choose learning methods that are appropriate to the material to be taught by considering the conditions of their students. Using media or teaching aids to make it easier for students to understand the lesson. And not only that, teachers must involve their students in the teaching and learning process so that students become active in learning. So that the teaching and learning process can improve better, students are motivated to take part in lessons and student learning outcomes increase.

By using the Cooperative Script method in Indonesian subjects, students can learn actively in collaboration with predetermined group friends. This method requires all students to learn actively in the teaching and learning process. Students will be able to express their opinions, respect the opinions of friends, exchange experiences, and have the courage to ask questions.

From the description of the problem above, it is deemed necessary to hold a classroom action research entitled "Improving Student Learning Outcomes in Indonesian Language Lessons Writing News Materials Using the Cooperative Script Method in Class VIII-1 Class of SMP Negeri 2 Muara in the 2018/2019 academic year".

According to Slameto (2010: 2) learning is a business process carried out by a person to obtain a whole new change in behavior, as a result of one's own experiences in interaction with the environment.

According to the Judge (in Hamdani 2010: 21) suggests that learning is a process of change in human personality, and these changes are manifested in the form of increasing the quality and quantity of behavior, such as increasing skills, knowledge, attitudes, habits, understanding, skills, thinking power, and others. This means that an increase in the quality and quantity of a person's behavior is shown in the form of an increase in the quality and quantity of a person in various fields.

From the above opinion, it can be concluded that learning is a process of someone's effort to experience a whole new change in behavior obtained from their environment.

According to Suprijono (2010: 7) learning outcomes are changes in overall behavior, not just one aspect. This means that learning outcomes are not seen in a fragmentary or separate manner, but rather comprehensively.

From the above opinion it can be concluded that the learning outcomes are the abilities that students have after they experience a learning process that looks comprehensive.

According to Djamarah and Zein (2009: 119) a teaching and learning process is said to be successful if the student learning outcomes are in accordance with the specific instructional objectives of the learning material. For that we need indicators of student learning success in the form of absorption and behavior changes in students.

According to Nurgayah (2011: 103) method literally means "way". In general usage, a method is defined as a method or procedure used to achieve certain goals.

From the above opinion it can be concluded that the method is the method or technique used by the teacher in the learning process to achieve learning objectives.

According to Suprijono (2010: 126) Cooperative Script is a learning method where students work in pairs and take turns verbally summarizing parts of the material being studied. Ahmadi, et al (2011: 56) have the same opinion, namely the Cooperative Script method is a learning method in which students work in pairs with peers and take turns verbally summarizing parts of the material being studied.

Meanwhile, according to Hamdani (2011: 88) Cooperative Script is a learning method that directs students to work in pairs and verbally summarize the parts of the material being studied.

From the explanation above, it can be concluded that the Cooperative Script method is a learning method that requires students to cooperate in learning and take turns summarizing parts of the material being studied.

Gambar 1: Skema pelaksanaan tindakan kelas model Kemmis dan Mc.Taggart (dalam Dewi 2010:122)

RESEARCH RESULTS AND DISCUSSION

Research result

Description of Cycle I

Judging from the student's score, it is known that in general the student learning outcomes on the writing news material at the post test cycle I have not been achieved properly or there are still many students who have not completed it, but it seems to show an increase compared to the pre-test. Of the 34 students, there were 19 students or about 55.8% of the students who were in the complete learning category and as many as 15 students or about 44.2% who did not complete their study with an average grade score of 62.64.

In summary, the initial success rate of students when given the post test cycle I can be seen in the following table :

Table 4.4 Distribution of Student Learning Outcomes Value in Cycle I

Nilai	F	%	Belum Tuntas	Tuntas
40	4	11,7%	Belum Tuntas	
50	9	26,4%	Belum Tuntas	
60	2	5,9%	Belum Tuntas	
70	14	41,2%		Tuntas
80	3	8,9%		Tuntas
90	2	5,9%		Tuntas
Jumlah Nilai		2130		
Rata-rata Nilai		62,64	44,2%	55,8%
N		34	15	19

Based on the completeness of student learning in the first cycle, it was obtained classical completeness of 19 students (55.8%) while students who had not been able to achieve the completeness level of learning were 15 students (44.2%). From the results of student learning completeness in the first cycle, student learning outcomes can be said to have increased when compared with the learning outcomes obtained by students on the pre-test.

Based on the results of observations in cycle I, the researcher found that students were less careful in solving questions, and less motivated to learn, seen from only a few students who asked questions during the learning process. Observations made on the teacher obtained an average of 65.

However, the students' abilities in the first cycle indicated that classical learning completeness had not been achieved, because in the first cycle the students' completeness of classical learning was only 55.8%. While the learning completeness expected by researchers is 75%. Therefore it is necessary to improve learning in the next cycle, which is expected to improve student learning outcomes in accordance with the results expected by researchers.

Description of Cycle II

From the data it can be seen that students have increased learning outcomes from before. Of the 34 students, 31 students completed (91.2%) with a class average score of 83.82.

To find out the percentage level of classical completeness, it is described in the following table:

Table 4.8 Distribution of Student Learning Outcomes in Cycle II

Nilai	F	%	Belum Tuntas	Tuntas
50	2	5,8%	Belum tuntas	
60	1	2,9%	Belum Tuntas	
70	7	20,6%		Tuntas
80	6	17,6%		Tuntas
90	8	23,5%		Tuntas
100	10	29,4%		Tuntas
Jumlah Nilai		2.850		
Rata-rata Nilai		83,82	8,8%	91,2%
N		34	3	31

At the time of entering cycle II student learning outcomes have increased, where classical student learning completeness is as many as 31 students (91.2%) students have completed learning and 3 students (8.8%) who have not completed with class average scores 83.82.

Based on the results of observations in cycle II, there were changes in all student learning activities. Students are more careful in spelling out the questions, and are more motivated to learn, this can be seen from the many students who ask questions or are active during the teaching and learning process. Observations made on the teacher obtained an average of 100. And the results of student learning observations obtained an average value of 96.87. Thus, it means that the research objective to improve students' Indonesian learning outcomes in News Writing material has been achieved so that it does not need to be continued in the next cycle.

Discussion of Research Results

This discussion will describe the research findings that have been described and in the previous analysis, that the application of the Cooperative Script learning method can improve student learning outcomes in News Writing material in Class VIII-1 SMP Negeri 2 Muara in the 2018/2019 academic year. And it can also attract students' attention and make students more active, besides that students learn with pleasure and what students learn can be better understood by using the Cooperative Script learning method.

This can be seen from the test results and observation data in cycles I and II. The first cycle test results from 34 students, there were 19 students (55.8%) who were included in the complete category and 15 students (44.2%) who got low or incomplete results. Then after giving action in cycle II obtained from 34 students there were 31 students (91.2%) in the complete category, and as many as 3 students (8.8%) who were not included in the complete category,

From the results of observations of the actions taken by researchers, the use of the Cooperative Script learning method in Indonesian language lessons on News Writing material has been implemented optimally. It can be seen that there is an increase in learning outcomes compared to learning outcomes in the pre-test and post-test cycle I, where in the second cycle the class average value obtained by students reached 83.82 with a percentage of 91.2% learning completeness. Thus, in cycle II it has achieved optimal learning completeness, so there is no need to take learning actions to the next cycle.

CONCLUSION

Learning using the Cooperative Script method can improve student learning outcomes in understanding Indonesian language lessons in writing news material.

1. The results of the research during the pre-test (pre-test) 5 students or 14.7% were complete and 29 students or 85.3% did not reach the completeness value of 34 students with a class average value of 47.64, the lowest was 20 and the highest score was 80. In the first cycle, the number of students who completed was 19 students or 55.8% and 15 students who did not complete or equal to 44.2% with a class average score of 62.64, the lowest score was 40 and The highest was 90. Whereas in cycle II the number of students who completed increased, namely 31 students or 91.2% and 3 students who did not

achieve the completeness score or 8.8% with an average value of 83.82, the lowest score was 50 and the highest score was 100. .

2. Based on the results of the study, it shows that from the I learning outcomes test to the II learning outcomes test, an increase is obtained. The results of this learning test indicate that student learning outcomes have increased, meaning that learning completeness occurs from 14.7% to 55.8% to increase to 91.2%.

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