



THE INFLUENCE OF THE APPLICATION OF THE COOPERATIVE SCRIPT LEARNING MODEL ON LISTENING SKILLS OF 5TH GRADE STUDENTS IN SDN 066652

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ARTICLE INFO	ABSTRACT
Article History Receive : 03-06-2025 Revision : 11-06-2025 Accept : 30-06-2025	This research aims to determine the effect of using the cooperative script learning model on the listening skills of grade 5 students at SDN 066652 Medan Helvetia. The research method used is quantitative with a pre-test and post-test control group design. The population in this study was all 5th grade students at SDN 066652, totaling 62 students. The study employed experimental and control groups to measure the effectiveness of the cooperative script learning model. Data collection was conducted through pre-test and post-test observations to assess students' listening skills before and after implementing the cooperative script method. The research findings indicate that the application of the cooperative script model significantly improves students' listening skills, as evidenced by higher post-test scores compared to pre-test scores. The data obtained met the assumptions of normality and homogeneity, validating the statistical analysis. The study concludes that there is a significant influence of the cooperative script learning model implementation on fifth-grade students' listening skills at SDN 066652, making this method effective for improving listening abilities in Indonesian language learning.
Keywords	Cooperative Script Learning Model, Listening Skills, Elementary Students.

1. INTRODUCTION

Education is fundamentally inseparable from human life. Through education, humans acquire knowledge. Education is an environment and learning process in which learners can actively develop their potential to achieve spiritual strength, self-control, individuality, intelligence, ethics, and their abilities, as well as social, national, and religious needs of the country (Estriyanto, Y. Kersten, S. Pardjono, P. & Sofyan, 2017). Education is an effort to develop academic and non-academic skills (Silalahi, R. & Yuwono, 2018). Education is an attempt to enhance academic capabilities

and non-academic abilities (Silalahi, R. & Yuwono, 2018). (Yuliana et al., 2022)

Indonesian plays an important role in the Indonesian education system as the national language and the medium of instruction. As the main communication tool in schools, the Indonesian language facilitates the teaching and learning process of all subjects. A good knowledge of the Indonesian language will enable students to understand the content of learning more deeply, express their ideas clearly, and actively participate in class discussions. This not only enhances academic

understanding but also improves students' critical thinking and analytical skills.

Indonesian language lessons are one of the subjects that must be taught in elementary schools. Language is a conversation or communication tool among human beings. Language is a communication tool that is a hallmark of the Indonesian nation and is used as the national language. This is one of the reasons why Indonesian is taught at all levels of education, especially in elementary schools, as it forms the foundation of all learning.

Language skills are essential for everyone. Language skills serve as a model for the development of students' intellectual, social, and character skills. To communicate effectively, students need to practice four language skills. The more you practice, the more fluent and effective your communication will become. Therefore, students need to enhance all four skills, one of which is listening skills.

Listening skills are a process that includes listening to speech, identifying, interpreting, evaluating, and responding to the meaning contained in it (Kartini, 2012; Nazarius et al., 2015; Masrupi & Nurholis, 2019; Puspadini et al., 2020). The ability to listen is the first language skill that humans possess when acquiring a language (Saddhono, 2012). Listening skills are the most important communication asset of a person.

However, several studies have found that listening skills of students in elementary schools are still low and efforts are needed to improve them (Barliana, 2015; Wibowo, 2016; Satria, 2017; Kurniaman & Huda, 2018). Real-world evidence also shows that listening activities are still not very popular among students and is a significant problem that needs to be solved, especially in the field of education. The lack of interest in listening among students is evident during learning activities at SDN 0666652 where the researcher conducted the study. Students are less enthusiastic and active in listening activities. Students appear to be preoccupied with themselves and do not pay attention to the teacher during the learning process. (Idanurani, 2021)

The lack of interest in listening among students can affect the activation and

effectiveness of learning activities in the classroom. Therefore, we need a way to encourage students to learn to listen during lessons. One of the methods is by using the right approach to attract students' attention, namely through the Cooperative Script method. In this method, students work in pairs. The teacher then tells a story based on the Indonesian language material available. This method has its advantages and disadvantages. However, it is believed that this method can increase students' interest in listening skills when learning Indonesian.

2. RESEARCH METHOD

In this study, an experimental method was used to determine the effect of the application of the Cooperative Script Learning Model on the listening skills of fifth-grade students at SDN 0666652. The design used in this study is a control group design, which involves two research samples, namely the experimental group and the control group, which were given pre-test and post-test treatments. This design can be illustrated as follows.

Group	Pre-test	Treatmen	Post-test
Eksperimen	K1	X	K4
Control	K3	X	K4

Note:

K1: Pre-test of the Experimental class

K2: Post-test of the Experimental class

K3: Pre-test of the Control class

K4: Post-test of the Control class

The first thing to be done in this research is to establish the class that will be used as the experiment. Before being treated, the experimental class will first undergo a pre-test, and then proceed with the treatment. The next step is to conduct a post-test, and the results will be compared with the pre-test, thus obtaining the difference between the pre-test and post-test scores. This research compares the dependent variable before and after the treatment. The dependent variable in this study is the listening skills of fifth-grade students at SD 0666652, while the independent variable in this

study is the effect of applying the cooperative script learning model. The relationship between these two variables can be seen in the following

NAMA PES. DIK	PRE-TEST	POST-TEST
AA	17	35
AAM	37	42
ABF	25	41
AWS	31	31
AIP	24	43
AF	29	35
AAAL	23	38
GA	39	40
GRS	27	47
HFA	19	34
MA	22	33
MAR	31	40
MPR	28	38
NA	25	35
NBA	29	40

scheme.

Scheme

Independent Variable Dependent variable
X $\longrightarrow$ Y

Description:

X: Implementation of the cooperative script learning model

Y: Listening skills of fifth-grade students at SD 066652

Expert Validity Test 42 Validity testing is carried out to determine whether a measuring instrument has performed its measuring function. A measurement scale is considered valid if it does what it is supposed to do and measures what it is supposed to measure. To determine whether each variable in this study has truly measured what it intends to measure.

3. DISCUSSION

This research aims to analyze the effect of implementing the cooperative script learning model on the listening skills of fifth-grade students at SDN 066652. Data was obtained through observations conducted before (pre-test) and after (post-test) the learning using the cooperative script model. The following are the results of the data analysis of the research. measures what it is supposed to measure. To determine whether each variable in this study has truly measured what it intends to measure.

Results of Pre-test and Post-test for Control and Experimental Classes

CONTROL CLASS (5A)

Table 1. Results of Pre-Test and Post-Test Expert Validity

Test 42 Validity testing is carried out to determine whether a measuring instrument has performed its measuring function. A measurement scale is considered valid if it does what it is supposed to do and measures what it is supposed to measure. To determine whether each variable in this study has truly measured what it intends to measure.

Normality Test of Data

Normality test is a form of testing regarding the normality of data distribution. The purpose of this test is to determine whether the collected data is normally distributed or not. The normality test is performed to know whether the sample being studied is normally distributed or not.

4. RESULTS

Testing Data Based on the discussion above, it can be stated that 'There is an influence of the implementation of the cooperative script learning model on the listening skills of fifth-grade students at SDN 066652' can be accepted. This indicates that the cooperative script learning model is effective in improving students' listening skills.

5. CONCLUSION

Based on the discussion in Chapter IV above regarding the influence of the application of the cooperative script learning model on the listening skills of fifth-grade students at SDN 066652, the following conclusions can be drawn: Application of the Cooperative Script Model: The research results indicate that the application of the cooperative script model significantly improves students' listening skills. It is also known that the average post-test score is higher than the pre-test score, indicating significant progress in students' listening. Normality and Homogeneity Test: The learning outcome data obtained have met the assumptions of normality and homogeneity, thus making the statistical analysis valid. The results of the normality test show that the data is normally distributed, and the homogeneity test shows equal variances between the groups using the cooperative script.

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