

Implementing Cooperative Script Type of Cooperative Learning Model To Improve Students' Activeness in Learning Social Studies

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Abstract. Students' activeness in learning is the physical and mental involvement of students in earnest in following the learning activities. Students' activeness is needed in Social Studies so that students not only master the material, but have a provision of useful skills according to Social Studies objectives. This research is motivated by the discovery of some indications of low students' participation in learning Social Studies in class VII 2 SMP Negeri 30 Bandung. The indications are found that students do not pay attention to the teachers or students who are talking, the students do not want to appear in front of their friends, the students only write one to two sentences only in doing the task, and the absence of students who actively ask or respond to the stimulus provided by the teacher. Overcoming these problems, researchers apply a cooperative script type of cooperative learning model as one of the learning method to improve student learning activity. This research uses Classroom Action Research method with Kemmis and Mc Taggart model which carried out three cycles. In cycle 1, the enhancement of students' participation in learning can be categorized as "Enough". There are still many students who do not follow the learning activities thoroughly. In cycle 2, the result of enhancement instudents' participation in learning by being in "Good" category. Although already included in the category "Good" but there are still some students who have not followed the learning activities to the maximum. In cycle 3, students' participation in learning has improved by being in the "Good" category and all students have followed every learning activity thoroughly. The conclusion of this research is the implementing cooperative script type of cooperative learning model can improve students' activeness in Social Studies.

Keywords: students' activeness, cooperative script, social studies

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A. INTRODUCTION

Social only does not only transfer knowledge regarding concepts of social discipline but also equips students with real life skill to be used in society. Social study also aimed to shape students into good citizens and conformed to existing rules. To live and sustain life, possessing knowledge will not suffice, a person must develop their skill. If social study only transfer social concepts, learning will not be meaningful and produce skills and behaviour that become the objective of social study. Creating meaningful learning requires activeness in learning from students where they do not only listen to teacher's material impassively. Learning will be more meaningful if learning process places students as the main character in learning. Teacher does not longer be the center of learning, but involving students actively in every learning activity.

Learning activeness according to Sudjana (2010, p. 20) is a learning-teaching process where students are involved intellectually and emotionally so that they participate actively in performing learning activity. In learning, students need to be involved actively to obtain motivation to pursue each and every process. If students follow learning activity passively, learning activity will not run optimally. Learning process will not proceed if students do not participate actively. That is caused by the nature of learning which involved thinking and actively follow every learning process.

This research begins from indications that shows low participation in pursuing learning activity of class VII-2 SMP Negeri 30 Bandung. The indications are as follow: First, students do not focus on material given. When teacher plays a video, most of them are chatting and using handphone. Also, when several students are explaining the video, other students do not pay attention and chat with their seatmate. Second, there are several students who are reluctant to read aloud their review of the video. Third, there are several students who

only write down a few sentences in their assignment of reviewing video. Fourth, students do not actively ask and stating opinion, it can be seen when none of the students ask when given chance to or when teacher provides stimulant during giving learning material and no students respond to the stimulus given,

Those findings suggest low participation of students as stated by Usman, M and Setiawati, L (1993, p. 90) that there are several learning activities which are classified from activeness such as (1) Visual activities, (2) Oral activities, (3) Listening activities, (4) Motoric activities, (5) Writing activities, (6) Drawing activities, (7) Mental activities, (8) Emotional activities. Learning activeness involves variety of activities from physical to mental which are needed in social study. Increasing activeness of students class VII-2 in social study can be done through designing activities which involve students to participate actively in learning activity. One of them is to choose learning model which can train students' activeness in learning. Learning model that suitable to improve students' activeness in social study is Cooperative Learning model. According to Isjoni (2007, p. 16) Cooperative Learning is a learning model that has been used to actualize students oriented learning and teaching activity, especially to solve problems in activating students who cannot work together with other people, aggressive students, and indifferent students.

There are varieties of method from Cooperative Learning model which can be applied to students. In this research, researcher chooses Cooperative Script model to increase students' learning activeness. Cooperative Script model according to Komalasari (2010, p. 63) is a method where students work in pairs and orally outline parts of learned material. This method does not only make use of one activity, variety of activities can performed independently by students. The decision to choose Cooperative Script method to

increase students' activeness is caused by multiple qualified learning activity that fits with learning activeness classification. This method can train students to listen, speak, analyze, write, visualize, etc. Students no longer be passive in pursuing learning, they will be involved actively in learning process so that learning atmosphere will be more lively for them.

Research of Cooperative Script method has been done by Rusdian Rifai entitled "The Use of Cooperative Script Model toward Students' Understanding and Mathematical Communication" which shows an increase in understanding for students who received Cooperative Script learning model compared to students who receive conventional learning based on KAM of high, moderate, and modest skilled students. Another research also conducted by Eris Puryanti and Maryamah entitled "The Application of Cooperative Script Method toward Learning Outcome of Students Class V in SKI Subject of Madrasah Ibtidaiyah Nurul Huda, East Oku Subdistrict". The result obtained is students of class V who apply the Cooperative Script method obtained mean value as much as 78 whereas students who apply lecture method obtained mean value of 70. Rima Meilani and Nani Sutarni also conduct research entitled "Implementing Cooperative Script Learning Method to Increase Learning Outcome" with significant difference of students' learning outcome where mean value of experimented students are higher than students in controlled class.

Based on findings and rationale above, researcher is interested to conduct a research entitled "Implementing Cooperative Script Type Of Cooperative Learning Model to Improve Students' Activeness in Learning Social Studies"(Classroom Action Research in Class VII-2 SMP Negeri 30 Bandung). The research questions are as follow; first, how is students' learning activeness in social learning before using Cooperative Learning model?; second; how are the steps to improve students' activeness on social

learning using Cooperative Learning model?; a) how to develop social study lesson planning through implementing Cooperative Learning model in order to improve students' activeness in learning?; b) how to implement social study learning process through Cooperative Learning model?; d) how to develop strategy to solve problem in social study through implementing Cooperative Learning model Cooperative Script type in order to increase students' activeness in learning?; third, how is the result of improving students' learning activeness through Cooperative Learning model Cooperative Script type?

B. METHOD

Method used in this research is Classroom Action Research. According to Wiriadmadja (2005, p. 11) Classroom Action Research is a research that combines research procedure with substantive action, an action performed in inquiry discipline, or an effort done by somebody to understand what is happening while involved in a repair and change process. This research uses Kemmis and McTaggart cycle model which consists of four components; planning, action, observation, and reflection. Those components can be said as a cycle. Instruments used in this research are observation guide, interview guide, field notes, and documentation.

C. RESULTS AND DISCUSSION

Social study does not only transfer knowledge to students. Social study is infinite in material mastery. However, social study is aimed to develop students' ability so that they become beneficial human being. There needs an effort to accomplish learning objectives from both students and teacher. The way of learning that students have done after all this time, like merely receiving knowledge from teacher, creates students who are only smart in knowledge mastery. Thus, students become passive in learning. Potential

possessed by students will not be honed. That way of learning is ineffective in achieving learning objective of social study which is to develop students' skill. Students oriented learning will involve students more in doing activities during learning process. Students oriented learning approach requires students' learning activeness.

Activeness is a physical and mental activity, which combines doing and thinking as a series that cannot be separated (Sardiman, 2007, p. 98). Preparation and both physical and mental involvement are essential in pursuing learning. If students in learning activity merely receive material from teacher, learning process will not be meaningful for students. Students' learning activeness need to be developed to manifest meaningful learning. Students must possess learning activeness in order to achieve optimal learning objective. It is in line with Kunandar's argument (2008, p. 15) that states that students' activeness is students' involvement in the shape of behavior, thinking, and attention in learning activity so as to sustain successful learning process and obtain benefits from the activity. Learning will be more meaningful if students have learning activeness. Teacher no longer be the only component that gives information for students. In activeness concept, students are expected to find and process information independently.

There are several learning activities which are classified from activeness by Usman, M and Setiawati, L (1993, p. 90) such as.

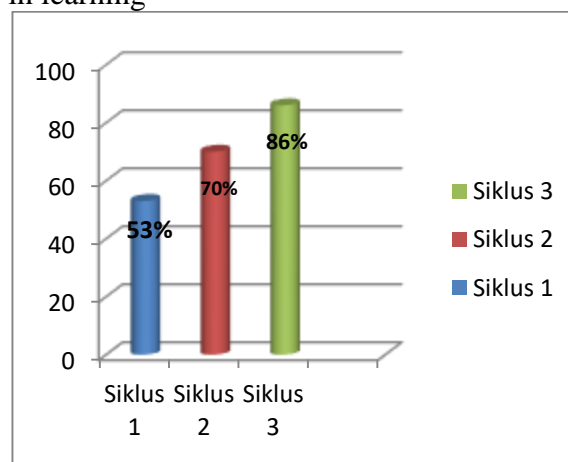
1. Visual activities
2. Oral activities
3. Listening activities
4. Motoric activities
5. Writing activities
6. Drawing activities
7. Mental activities
8. Emotional activities

Improving students' activeness can be done through teacher's attempt at designing learning that involves variety of both

physical and mental activities. It is important for teacher in designing learning to choose learning method that facilitates students' activeness in learning. One of the learning methods that involve variety of learning activity performed by students is cooperative learning model cooperative script type. Cooperative Script according to Komalasari (2010, p. 63) is a learning method where students work in pairs and orally outline parts of material given. This method usually make use of small groups. Each students will get role as both speaker and listener. Then, they will give their analysis toward given media. Then, the analysis will be presented in turns.

It can be seen that this method does not longer place teacher as the only learning source, in line with Uno and Mohamad's argument (2011, p. 33-34) that state to activate students in learning, teacher needs to prevent them being too dependent on teacher. DDCH (Duduk, Dengar, Catat, Hafal or Sit, Take Note, and Memorize) way of learning influence students to always learn under teacher's direction. It means that students do not have their own initiative

Graph 1 Result of students' activeness in learning



(Source: Researcher Data 2017)

Annotation

Based on the graph 1 above, it can be said that students' activeness in learning always increase in each cycle. Aside from

that, this also shows that students' learning activeness is well with percentage from the third cycle as much as 86%. If being categorized, students' activeness in learning is 'Good'. The first cycle based on the graph above obtained score percentage 53%. Third cycle is in range of 33,34%-66,67 score percentage so it can be called good enough. On the second cycle, an increase of 17% occur.

The increase of students' activeness in learning is in tandem with the right method to make students active. Learning steps in cooperative script method becomes one of the way to increase students' learning activeness. Obtained score on the third cycle shows a well outcome. Thus, students' learning activeness indicator has been achieved well. When researcher conducts early observation, students' activeness in learning shows a low score. In learning activity, most of students are chatting and playing with their phone. Thus, they do not listen and pay attention to teacher and presenting students. Aside from that, students are reluctant to present their work in front of the class. Question and answer session and responding to stimulus given by teacher do not run well. There are several students who simply write down one sentence with 15 minutes allocated time. This suggest that students' writing and analysis ability is still lacking.

After given action on the first cycle with cooperative script method, students' learning activeness shows sufficient result. However, there are a lot of students who are reluctant to do learning activity especially oral activity. When teacher gives permission to present, no group has initiative to present first. Students look unconfident to perform and speak in front of people. Significant increase happened in second cycle with percentage score of 70%. Thus, it can be said that students' learning activeness is good. However, there are many unfulfilled indicator. In the second cycle, students are following learning activity well. However, there are several students who stay inactive in learning

Score Gap	Score Weight	Category
66,68 % - 100 %	3	Good
33,34 % - 66,67 %	2	Sufficient
< 33,3 %	1	Poor

activity. In this cycle, other students are racing to present first and creates a rowdy class atmosphere. Question and answer session runs well although participated by several students only. In the second cycle, students' involvement in learning using cooperative script method is already good. Every students participate actively in following every step of learning activity. Indicators of students' learning activeness have been filled well. Studets are getting used to do activities in laerning. They also perform confidently.

Based on students' activeness in learning indicator according to Sanjaya (2006, p. 142) students are active if there are both physical and mental involvement. Application of cooperative script method makes students of class VII-2 performing physical activities such as writing and speaking, and mental activities such as analyzing given media. Besides that, students also learn directly. Interaction between members or other groups in responding and question and answer session makes real experience for students. Students perform involvement in asking and giving answer, presenting analysis result, responding to other group's analysis in prescript activity. This method also allows students in class VII-2 to participate wholly. Students who are involved do not dominated by certain students. Every student has performed activity in every learning activeness indicator in the third cycle.

Students must go through listening, writing, speaking, and mental activity in analyzing one thing. This method facilitate variative activity so that students will not feel bored. Habituating students' involvement in learning will train their

learning activeness. Students do not only listen to teacher, but also dominate learning activity. Learning is no longer teacher oriented, but students oriented. Gradually, students are trained to actively participate in learning. Thus, students' skill will be seen and honed.

D. CONCLUSION

Research in implementing cooperative learning model cooperative script type to improve students' learning activeness in class VII-2 SMP Negeri 30 Bandung can be concluded as follow: First, in designing social learning to improve students' learning activeness through cooperative learning model cooperative script type researcher has performed several steps. In designing step, researcher composes lesson plan including indicator and learning objective. Composed lesson plan can be the reference of action. Researcher chooses material related to environment so that it becomes stimulus for students to increase their learning activeness. Aside from that, researcher creates assessment in the form of students' observation sheet, teacher's observation sheet, and interview sheet.

Second, teacher implements learning action to improve students' learning activeness through applying cooperative learning model cooperative script type in social study based on learning steps that have been designed in prior planning step. In the first cycle, there are a lot of students who do not follow learning activity as a whole. Other than that, teacher's ability to provide students with stimulus is not yet maximum. The second cycle appears to have a good development, though not yet maximum. In the third cycle, every student has carried out whole activity and followed them well. It can be seen from observation during implementation. Researcher conducted observation of teacher's ability in applying cooperative script method and students' learning activeness which refers to observation sheet created by researcher. It can be seen that students' learning

activeness in every cycle undergoes significant increase.

Third, teacher found several obstacles in implementing cooperative script method to increase students' learning activeness in social study. Students are unconfident to show their skill because they get used to sit impassively during learning. Aside from that, students still need to be given example in doing assignment. They are not yet to be independent in looking and gathering information. Class atmosphere is not conducive when there is student who present something. Other obstacle is the difficulty of relating material to students' daily life so that they are motivated to search and gather information for themselves. Attempt to fix that problem is by giving stimulus for students so that they are pushed to involve themselves in learning activity actively. Teacher also has to be more firm in organizing rowdy students. Besides that, teacher has to improve the number of reference so as to making it easier to relate material with students' environment.

Students' learning activeness through cooperative script method in social study also undergoes change in the form of increase in each cycle. The first cycle obtained percentage of 53% which categorized as 'Sufficient'. An increase happening in the second cycle which ends up with percentage of 70%, categorized as 'Good'. However, there are still students who have not follow learning activity wholly so that researcher decides to continue to the third cycle. Third cycle receives percentage of 86%, and every student has followed learning optimally. Based on the result, it can be concluded that the application of cooperative script method can increase students' learning activeness in learning social study

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