Development of Cooperative Learning Models in Learning English Students of MAN 2 Tanjung Pura

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Abstract: *The problem in this study is how is the effectiveness of the design results of the development of cooperative learning models in Indonesian language learning, especially in the material portraying drama in class XI MAN 2 Tanjung Pura 2017/2018 Academic Year? The purpose of this study was to describe the effectiveness of the design results of the development of cooperative learning models in Indonesian language learning, especially in the material portraying drama in class XI MAN 2 Tanjung Pura 2017/2018 Academic Year. The research method used in this research is the Research & Development research method. The subject of research on this product is a validator. Assessment is done by filling out the validation sheet that has been provided, the validator in this study is an expert lecturer. In addition, the subject of this research is the 11th grade student of MAN 2 Tanjung Pura. The object of this research is a module that plays drama by using a jigsaw cooperative learning model in class XI MAN 2 Tanjung Pura. The instrument used to obtain research data using nontes instruments and test instruments. The results of the validation of the design of cooperative learning model development in Indonesian language learning, especially in the material playing the drama in class XI MAN 2 Tanjung Pura conducted by experts, teachers and students obtained an average score of 4.18 in the good category. Thus, the design of the development of cooperative learning models is effective in learning Indonesian language, especially in the material portraying drama in class XI MAN 2 Tanjung Pura, where before the development process was in the sufficient category and then improved to good after the development process.*
Keywords : Development, Cooperative Learning Model

I.   Introduction

Education in Indonesia places Indonesian language as one of the fields of study taught in schools. Indonesian Language Teaching must contain efforts that can bring a range of skills. These skills are closely related to the processes that underlie the mind. The more skilled a person is, the brighter and clearer the mind is. According to Tarigan (2015: 26) there are four aspects of language skills including language teaching: (1) listening skills; (2) speaking (speaking skills); (3) reading (reading skills); and (4) writing (writting skills), and the four skills are related to each other.

Indonesian Language Learning is one of the most important subject matter in school. The purpose of Indonesian language learning is so that students have the ability to speak Indonesian well and correctly, and can appreciate Indonesian language and literature based on the situation and purpose of language according to the level taken (Akhadiah in Muslim, 2007). One of the materials in teaching Indonesian Language at Madrasah Aliyah (MA) which plays an important role is speaking skills. The speaking skills in this study are playing drama, this is in accordance with the Competency Standards 6.2: Acting the characters of drama with the right pronunciation, intonation, and expression.

The reason for choosing drama material in this study is because drama has a very important role in changing human character. Play drama is an activity to portray characters in the script through the main tools of conversation (dialogue), movement, and staged behavior. Many of the benefits that can be drawn from the drama include being able to help students in understanding and using language (to communicate), practicing reading skills (drama texts), practicing listening or listening skills (dialogue on drama shows, listening to radio dramas, television etc.), training writing skills (simple drama texts, drama reviews, staging reviews), training speech (performing drama) (Waluyo, 2008: 158).

In playing a drama, a player (actor) must be able to bring dialogue in accordance with the character that he plays, live according to the demands of the role specified in the script, able to bring the dialogue with the

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right movement (not excessive or artificial), able to imagine the setting and its actions and able to process sound in accordance with its understanding of the feelings and thoughts of the perpetrator.

Speaking activities have an important role in drama play activities. Matters related to speaking such as: clarity, articulation, vocal, suitability of pauses, very supportive of dialogue in staging plays. The reality is that playing drama in Indonesian language learning is less attractive to students because students' interest in appreciating literature is very lacking. Rusyana's research (in Waluyo, 2008: 1) concludes that students' interest in literary works in sequence, namely prose, poetry, and drama the comparison is 6: 3: 1. This fact can be seen that students' interest in drama learning is diminishing.

The problem of students' lack of interest in drama learning also occurred in MAN 2 Tanjung Pura. This situation is supported by data on the value of the speaking skills of the students of class XI of Tanjung Pura MAN 2017/2018 Academic Year which states that the students' skills in playing drama are still low. Based on the test results obtained by researchers in the first semester of the 2017/2018 Academic Year shows that the speaking skills of the 11th grade students of MAN Tanjung Pura are still low. This is shown from 41 students, only 14 (34.15%) students who get grades above the Minimum Completeness Criteria (KKM) set by the school, which is 65, while the remaining 27 students (65.85%) are still below the KKM.

This situation is not only seen from the quantitative data of students in the form of grades but also seen from qualitative data in the form of interviews with students and teachers of class XI MAN Tanjung Pura relating to learning to play drama. There are several obstacles faced by teachers and students in learning to play drama. First, the lack of student participation in learning to play drama because most students consider drama learning to be less important. Second, the lack of teacher skills in the development and application of learning methods in drama learning. Third, the low skills of students in playing drama include aspects of pronunciation, intonation, expression, and improvisation. Fourth, teachers have not used a learning model that attracts students' interest in learning.

In a learning process, of course, an educator needs the right learning model and method to attract students' attention. In choosing a learning model, educators must consider several things, including the material that will be applied in the model, the condition of the class, and the existing facilities and infrastructure. Educators cannot randomly choose the learning model that will be used in the classroom. If the learning model used is not in accordance with the material, then the material cannot be conveyed to students. A good learning model must also be supported by good infrastructure because, if there are no supporting facilities and infrastructure, the material cannot be delivered optimally.

Less interesting learning and tend to be boring can affect the psychological condition of students when learning. A learning model can sometimes be applied not only for one material, but can be used for some material. Learning models that are suitable for learning material playing drama are models that can trigger students to be active in class. This is because the material playing the drama requires student activity in playing each character in the drama.

One learning model that is able to make students active in the learning process is a cooperative learning model. According to Lie (2010: 28) cooperative learning models are learning models that promote group collaboration in solving a problem. In cooperative learning, students individually seek results that benefit all members of their group. So, cooperative learning is the use of small groups in teaching that allow students to work together to maximize their learning and learn other members in the group.

One type of cooperative learning model is the jigsaw learning model. The jigsaw cooperative learning model is one of the learning models that can be developed in Indonesian language learning to foster active student involvement in learning activities. This jigsaw cooperative learning model departs from the idea of "getting better together" which emphasizes the provision of broader learning opportunities and a conducive atmosphere for students to acquire and develop knowledge, attitudes and values and social skills that are useful in life in society. In the implementation of this cooperative learning model, students not only learn and accept what is presented by the teacher but also learn from other students and at the same time can teach other students. According to Isjoni (2013: 54), jigsaw cooperative learning is one type of cooperative learning that encourages active students and helps each other in mastering the subject matter to achieve maximum performance. The jigsaw cooperative learning technique is a cooperative learning technique where students learn in small groups consisting of 4-6 people heterogeneously and work together on positive interdependence and are responsible for the completeness of the part of the subject matter that must be learned and convey the material to group members who other.

The learning process with the jigsaw type cooperative model, is able to stimulate and develop students' potential optimally in a learning environment in small groups consisting of 4 to 6 students (Stahl, 2005: 129). When students learn in groups, there will be an open learning atmosphere in the service dimension and collaboration in personal relationships that need each other. Learning climate that takes place in an atmosphere of openness and democracy will provide opportunities for students optimally to obtain information about the material being taught while training their social attitudes and abilities as provisions in life in society (Slavin,

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2005: 34). In this model the teacher is not the only resource person but has a role as facilitator, mediator and learning manager. When studying in small groups, the peer tutoring learning pattern will grow and develop (peer tutoring) and cooperative learning. In addition, the jigsaw cooperative learning model also fosters self-awareness and trains students' abilities regarding social values, responsibility, caring, openness, friendship and a democratic spirit. Collaboration and togetherness are values developed in this learning model, thus helping to foster social skills in everyday life.

Through this Jigsaw cooperative learning method, students are expected to be motivated in following the learning process. Students are required to be active in playing while learning. The use of jigsaw learning models is intended to facilitate students in participating in learning so that students are motivated to be actively involved and do not feel bored quickly in following the learning process.

Considering the importance of speaking ability especially in the material of playing drama, it is necessary to develop learning models to play drama. This research will produce a learning module about learning models to play a good drama. Based on this, researchers are interested in conducting a study with the title: "Development of Cooperative Learning Models in Indonesian Language Learning by MAN 2 Tanjung Pura Students".

II.   Method

This study uses the Research and Development (R & D) method. Research and development methods are research methods that are used to produce certain products and test the effectiveness of these products (Sugiyono 2015: 407). According to Putra (2012: 67) R & D is a research method that intentionally, systematically, aims / directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / ways, services, certain procedures that superior, new, effective, efficient, productive, and meaningful. This research method refers to the Borg & Gall model with a slight adjustment according to the research context. This study's ultimate goal is to develop a product that can be used in learning. The scope is the development of cooperative learning models in learning Indonesian in the material portraying drama for students of class XI MAN 2 Tanjung Pura. The resulting product is a module as a support in playing the drama.

The product developed in this study is the development of cooperative learning models in learning Indonesian in the material playing drama for class XI MAN 2 Tanjung Pura students. The resulting product is a module as a support in playing the drama. The product is expected to improve students' ability to play drama. According to Sugiyono (2015: 298) there are 10 steps of research and development that can be used in educational research, namely: 1) Potential and problems. Potential is everything that when used will have added value, while the problem is a deviation between something that is expected with the reality that occurs. Problems that arise can be overcome through research and development research, 2) Collecting information. Various information needs to be collected for specific product planning that is expected to overcome existing problems, 3) Product design. To produce a new product, the researcher makes a new work design whose final product is a new product design that has more complete characteristics. In the world of education, the products produced are expected to increase educational productivity. Educational products such as textbooks, modules, teaching methods, curriculum and others, 4) Design validation. Design validation is the process of activities to assess a product design more effectively than the old or not. Product validation is done by presenting an expert or someone who is an expert to assess a new design so that it can know what its weaknesses and strengths are, 5) Revision of the design. The weaknesses that have been known in the design validation stage are then tried to reduce these weaknesses by improving the design, 6) product testing. In the field of education, product design can be directly tested after being validated and revised. Testing is done to get information whether the new method is more effective than the old method, 7) product revision. To achieve the maximum value of a product, then weaknesses and shortcomings need to be revised so that the convenience in using the product can increase at a higher level. After being revised, it needs to be tested again, 8) Test of usage. After testing the product successfully, then the product in the form of a new work system is applied in real conditions for a broad environment, 9) Revision of the product. Product revisions are made if the usage is in real condition against shortcomings and weaknesses, and 10) Mass product makers. Mass production is carried out if the product that has been tested is declared effective and feasible for mass production.

III.   Result

The product developed in this study is a type of jigsaw cooperative learning model in the role of drama that is used only for students of class XI MAN 2 Tanjung Pura. The form of this product is a module that is implemented to students. After the product has been validated by experts, teachers, and assessed by students, then the final stage of refinement is done.

The drama learning material presented in this development study was prepared based on students' interests and desires. The title chosen for this development research is Playing Drama through the Jigsaw Learning Model. According to Daryanto (2013: 13) to produce learning products that are able to portray their

functions and roles in effective learning, products need to be designed and developed taking into account several elements that require them, namely: format, organization, attractiveness, font size, blank spaces, and consistency.

Based on the results of the research before the development was carried out, showed that the results of the tests portraying the drama of students were in the sufficient category. This problem shows that students need separate modules that are useful to improve their ability to play drama. To solve this problem researchers used questionnaires for development needs analysis to determine students' needs for the module to be developed.

The ability to portray student drama before the development of cooperative learning models described above is the basis used by researchers to develop a jigsaw cooperative learning model in learning to play drama. Researchers developed a jigsaw cooperative learning model in learning to play drama based on data that has been found, namely the results of questionnaire analysis of needs and test results. The product development is called the Drama Playing Through Jigsaw Learning Model.

The purpose of developing a jigsaw cooperative learning model in learning to play this drama is that students are able and more accustomed to playing drama. The researcher made this development by considering several aspects such as the needs of students in the use of modules, situations and conditions, the learning resources used. Graphically, the writing of this product uses font type consistency, namely Arial, Bodoni MT Black, and Berlin Sans FB. Arial font type is used in the module contents. Almost all of these learning products use Arial font because the level of readability is easy, so it does not confuse students when reading. The difference lies in the font size. Cooper's font is used in the chapter title, while Berlin Sans FB is used for the title of the sub-chapter and activity column. This is consistent with the opinion of Daryanto (2013: 14) that in making learning material products, use font shapes and sizes that are easy to read in accordance with the characteristics of students. In addition, use proportional letter comparisons between titles, subtitles, and text content.

Viewed in terms of completeness of presentation, this product is divided into three parts, namely the introductory section, the contents section, and the finishing / end section. The predecessor section consists of the outer cover of the product. The content section consists of material that is equipped with pictures, illustrations, references / reference sources, practice questions, and summaries. In each section, students are given a training session or assignment in the form of an activity column. Students must work on each column of activity. At the end of each chapter, there is a summary of all the material that has been studied. Muslich (2010: 302-303) explains that the summary is a collection of key concepts of the chapter that are expressed in concise and meaningful sentences, and makes it easy for students to understand the contents of the chapter. A summary is presented at the end of each chapter with the intention that students can recall important things that have been learned. In the end / end part of the product there is a bibliography.

The purpose of developing this product is to enable students to play drama. In addition, this product was developed to improve students' ability to play drama. Researchers make this development by considering several aspects such as the needs of students in the use of products, situations and conditions, the learning resources used.

Validation data analysis is done by converting quantitative data to qualitative data. Changing data from quantitative to qualitative data aims to determine the quality of each aspect that has been assessed. Changing data types is done using a Likert scale. Likert scale scores range from 1-5. The range of categories starts from "very less" to the "very good" range.

With an average of 4 results in the "good" category, the development product is ready to be used and implemented for students. In accordance with the conclusion of the validator, the material can already be used with revisions according to suggestions.

With an average yield of 4.23 with the "very good" category, the development product is ready to be used and implemented for students.

No	Assessment Aspect	Average Score	Category
1	Feasibility of Content	4,46	Very Good
2	Language eligibility	4,23	Very Good
3	Feasibility of Presentation of Material	4,28	Very Good
4	Eligibility for integrity	4,27	
Total		**17,24**	
Average Score		**4,31**	Very Good

Based on the table above, it can be seen that the average rating of all aspects 1, 2, 3 and 4 got an average score of 4.31 with the category "very good".

Based on the results of calculations that researchers have done, it shows that the average value of the ability to portray the drama obtained by students before the development of cooperative learning models is

59.37. Thus, the average level of ability to portray the drama of class XI MAN 2 Tanjung Pura students prior to the development of cooperative learning models can be said to be sufficient.

Furthermore, after the development of cooperative learning models and implemented, shows that the results of the average score of the ability to play drama obtained by students is equal to 80.31. Thus, the average level of ability to play drama by class XI MAN 2 Tanjung Pura students after the development of cooperative learning models can be said to be good.

From these results, it can be seen that the design of the development of cooperative learning models is effective in improving the ability to play drama by class XI MAN 2 Tanjung Pura students, where before the development process was in the sufficient category and then improved to good after the development process in class XI MAN 2 Tanjung Pura.

IV. Conclusion

1. The design of the development of cooperative learning models in Indonesian language learning, especially in the material playing drama begins with information related to students' perceptions of playing drama, where most students like to play drama, but only a few students have a hobby to play drama. They play drama if there is an assignment from the Indonesian language teacher. Based on the data obtained, 53.13% of students find it difficult to find ideas in playing drama. besides, most students still need other learning resources that can be used for independent learning. This is because the books used in the classroom have not been sufficient as a source of learning. Students only use one book for learning. There needs to be other learning resources that can facilitate students in understanding drama learning, such as LKS, modules, and so on.
2. The results of the validation of the design of cooperative learning model development in Indonesian language learning, especially in the material portraying drama in class XI MAN 2 Tanjung Pura students conducted by experts, teachers and students obtained an average score of 4.18 in the good category.
3. The design of the development of cooperative learning models is effective in learning Indonesian language, especially in the material portraying drama in class XI MAN 2 Tanjung Pura students, where before the development process was in the sufficient category and then improved to good after the development process.

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