

# **THE IMPLEMENTATION OF COOPERATIVE LEARNING MODEL THROUGH LISTENING TEAM STRATEGY OF CHASSIS THEORY TO IMPROVE STUDENT ACTIVITY AND LEARNING RESULTS OF SMK PIRI 1 YOGYAKARTA**

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## **ABSTRACT**

This study aims to determine the magnitude of activity increase and the results of student learning based on the Expertise of Automotive Engineering Program of the Light Vehicle Engineering Expertise Competency in SMK Piri 1 Yogyakarta. The two subjects in this research: chassis and power transfer, chosen as the subjects to implement the cooperative learning model based on listening strategy team.

This typical of study is a classroom action research (PTK), which in the process also run by implementing the learning strategy listening team. This class action research consisted of four stages : planning, action, observation, and reflection. Object of this study is a class XI student TKR 1 Yogyakarta Piri 2 SMK, School Year 2011/2012 with number of 28 students. Implementation of this study divided into 3 cycles, the first step of research began with a pretest to determine the initial ability of the students, second is giving of materials, and the final step is implementing the listening strategy to the number of students that have been divided into the small groups. Each group consisted of 6-7 students, first group was given the task to ask at least four questions about the material which have presented, second group was given the task of the group who answered questions from the first group , the third group was given the task as an ‘agreed group’ , whom agreed with the statements of the second group, with the following of reasonable reasons, the fourth group was given the task as the ‘disagree group’, whom disagree with the following statements of the third group, also accompanied with the reasons. The observation of student activity and learning outcomes monitored through direct observation, while the learning outcomes measured by carrying out the preliminary test at the beginning, and the final test at the end of the meeting.

From the results, can be concluded that the strategy of listening team showed positive increase in student activities. During the cycles, the positive activity of the student reached 23.33% in cycle I, 34.23% in cycle II, and 51.85% in the cycle III. While the average time as a results of preliminary observations was 6.87; cycle I was 72.4: 75.1 for the cycle II, and 79.2 for the cycle III. The conclusion of this study is the positive activity and student learning outcomes can be improved through the strategy of listening team learning.

**Keywords:** PTK, listening strategy team, active learning, and learning results.