



# IJSRM

INTERNATIONAL JOURNAL OF SCIENCE AND RESEARCH METHODOLOGY

An Official Publication of Human Journals



Human Journals

Research Article

October 2017 Vol.:7, Issue:4

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## The Influence of the Cooperative and Linguistic Learning Models toward the Ability of Short Story Appreciation of the Tenth Grade Students of SMK Negeri 1 Rantau Prapat



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**Submission:** 21 September 2017

**Accepted:** 30 September 2017

**Published:** 30 October 2017



HUMAN JOURNALS

[www.ijsrm.humanjournals.com](http://www.ijsrm.humanjournals.com)

**Keywords:** cooperative learning model, linguistic intelligence, ability of short story appreciation

### ABSTRACT

This research aims to know: (1) The ability of short story appreciation which is taught with cooperative learning model of *group investigation* type is higher than short story appreciation ability which is taught with cooperative learning model *think pair share* type; (2) the ability of short story appreciation of students with high linguistic intelligence is better than the ability of short story appreciation of students with low linguistic intelligence; and (3) interaction between the use of cooperative and linguistic learning models toward students' ability of short story appreciation. The population of this research is all students in SMK Negeri 1 Rantau Utara Kabupaten Labuhanbatu. A sample of this research is decided randomly with *cluster sampling* technic, by taking two classes with amount 40 students each class. Research methodology uses the *quas experiment*. An instrument which is applied in this research is the test of the ability of short story appreciation and the questioner of linguistic intelligence. The data analysis which is applied is ANAVA factorial  $2 \times 2$ . Based on the result of the research is got: (1) there is a difference of students' ability of short story appreciation of cooperative learning model class of *group investigation* type with students' ability of short story appreciation of cooperative learning model class of *think pair share* type with  $F_{count} > F_{table}$  ( $8,666 > 3,96$ ); (2) there is a difference students' ability of short story appreciation with high linguistic intelligence with students' ability short story appreciation with low linguistic intelligence with  $F_{count} > F_{table}$  ( $81,373 > 3,96$ ) and (3) there is interaction between cooperative and linguistic learning models toward students' ability of short story appreciation with  $F_{count} > F_{table}$  ( $4,110 > 3,96$ ). The result of the research is expected to give information to the teacher and school to use cooperative and linguistic learning models of *group investigation* type in improving students' ability of short story appreciation. Moreover, it needs to improve the students' linguistic intelligence in learning in the class

## INTRODUCTION

The aim of linguistic and literacy learning in vocational school is more oriented on student's competence to speak and appreciate the short story. Implementation of linguistic and literature learning is held imperiously. School-based curriculum states that literature learning is aimed to improve the ability to comprehend and understanding literary work. As Djuanda (2002:54) states that the knowledge of literary work as support in appreciating the literature learning is a part of Bahasa Indonesia learning in senior high school moreover reading, listening, writing, and speaking skills so they become unseparated unity.

The aim of linguistic learning at school is to create the skill, sense of love, and respectation of students toward Indonesian language and literature as a part of an ancestor. Suriyanti (2004:2) states that the condition of literature teaching nowadays is very disappointed. Disappointment towards literature teaching is felt by many people like literator, society, students even though teachers themselves. Trimansyah (1999:2) states that the condition of literature and learning about it seems stopped and left so far and almost not touched. consequently, kids literature is left, students do not know the existence of literature itself. Hafid (2003:5) expresses that the material of appreciation learning at schools focuses on a textbook. The activity is only answering the question which is in the textbook. Appreciation skill is only about the understanding story, not having experience of literature and enjoying the story. And also there is no interaction of appreciation between student and story reading.

Noor (2011:75) states the literature learning should be interesting and has a big advantage for the student but it is only taught to fulfill the curriculum requirement, but in fact, essentially literature learning is not found on literature learning now. This condition causes the result of Bahasa Indonesia learning is not better almost in every school. Based on the observation in one of the schools which the researcher found is SMK Negeri 1 Rantau Utara Kabupaten Labuhanbatu, got the result of students' short story appreciation learning is under the Minimum Criteria of Mastery in four years continuously. According to the Bahasa Indonesia teacher and students in SMK Negeri 1 Rantau Utara Kabupaten Labuhanbatu, the problem of result above is caused by the vocational school students have the difficulty in understanding how to appreciate the right short story. It means, the problem is also from the Bahasa Indonesia teachers, who are not able to explain the lesson of short story appreciation correctly and simply.

Through short story appreciation learning, the students can study to understand the great value of the struggle of good and bad, social reality, religion and moral value that can sharpen the sense towards the condition of society and attitude each other, either from player's character or background and culture which contain on literary work. As Effendi (2002:6) expresses that appreciation is an activity to know the literary work carefully so it creates understanding, respectation, sense of critic mind, and sense of good feeling towards literary work.

Choosing the right Strategy and method can improve the students' thinking ability and finally it will influence the result of their learning. Sanjaya (2011:87) states that without a suitable, right, and wonderful learning model, it's impossible to reach the aim. Therefore, a teacher should be able to find learning model which can make student join the teaching process that can reach the aim of learning effectively and the result of learning can be improved.

One of learning model which teacher can use in short story appreciation learning is cooperative learning model of *Think Pair Share* (TPS) type. *Think Pair Share* learning model is one of the simplest cooperative learning, which the student actively involves to study in the group to solve learning problem and to have the sense of responsibility toward his learning himself and another one (Getter dan Rowe, 2008:117). The student does not only study the lesson given, but they must be also ready and responsible to give or to teach the lesson to another member in his group (Nurhadi dan Senduk, 2003:69). Therefore, the students need each other and they must work together to study the lesson given.

Besides cooperative learning model of *Think Pair Share* type, one of learning model which can be prioritized is cooperative learning model of *Group Investigation* (GI) type. *Group Investigation* is the small group to bring and stimulate student in involving to study. This method requires the student to have the good ability in communication or in group process skills. The final result from the group is the idea contribution from every member and learning in the group which actually it more practices the student's intellectual ability is better than learning individually. Eggen dan Kauchak as quoted by Maimunah (2005:21) states that *group investigation* is cooperative learning strategy which puts the student into the group to do the investigation on a topic.

In the investigation of the group, students are given responsible toward their work, either as individual, partner or in the group. Every group investigation consists of 3 – 5 students, and

finally, students can combine, present, and summarize their answer (Stahl seperti dikutip Sani, 2010:113). Group investigation learning model is very suitable for integrated study which is related to acquisition, analysis, and synthetic information to finish multidimensional problems. As a part of the investigation, the students seek and find information from many kinds of the source in or out of class. Then students evaluate and synthesize all information which is informed by each group member and finally, they can produce the product like group report. The important things in learning which use group investigation model is the teacher must give example (to show) kinds of social skills and communication which are expected from students.

Besides the factor of right learning model as the external factor, another factor as the internal factor of students that can influence the result of short story appreciation learning is linguistic intelligence. Linguistic intelligence is the ability to use the words effectively, both oral and written. Gardner (1999:48) expresses the linguistic intelligence is the ability is owned by the individual which involves feeling to both oral or written language, ability to study language, and ability to use language to reach the specific aim. The talented students in this field are happy to play with language, to love reading and writing, interested in sound, meaning, and narration.

High and low of student's linguistic intelligence look from his behavior like the desire to involve entirely in every learning process, student's activeness in joining learning process, the desire to succeed, etc. Linguistic intelligence is the stimulation which is accepted by the student to do better in achieving the result of high short story appreciation learning.

Based on the explanation above, so this research is entitled "The influence of the cooperative and linguistic learning models toward the ability of short story appreciation of the tenth-grade students of SMK Negeri 1 Rantau Utara Year 2014/2015".

## RESEARCH METHODOLOGY

The field of the research is in SMK Negeri 1 Rantau Utara Kabupaten Labuhanbatu. The time of the research is in year 2014/2015 amount 6 classes and the total is 240 students.

The population of the research is all 10<sup>th</sup>-grade students of SMK Negeri 1 Rantau Utara Kabupaten Labuhanbatu Year 2014/2015. A sample of this research is decided with *cluster random sampling* by drawing and got grade X-5 for cooperative learning model of *group investigation* type and X-2 for cooperative learning model of *think pair share* type.

This research uses the *quas experiment* by doing an experiment in available class and not do the change of situation and condition of class and the learning schedule. This research arrangement uses factorial design 2 x 2. Through this research, it will be compared to the influence between cooperative learning model of *group investigation* type and cooperative learning model of *think pair share* type with linguistic intelligence towards the ability of short story appreciation. As for the design in this research is.

**Table 1: Factorial Research Design 2 × 2**

Cooperative learning model (A)	<i>Group investigation</i> type (A1)	<i>Think pair share</i> type (A2)
Linguistic intelligence (B)		
High (B1)	A1 B1	A2 B1
Low (B2)	A1 B2	A2 B2

**RESULT AND DISCUSSION**



**Result**

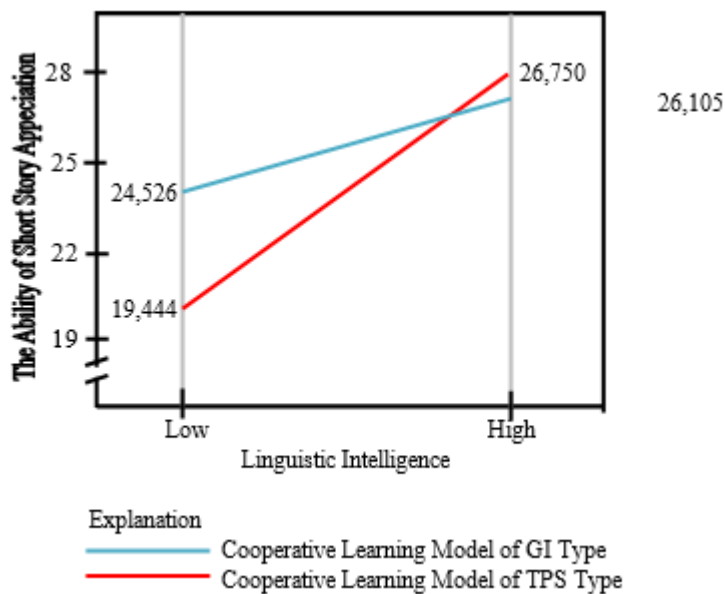
A hypothesis test is done to prove the fact of hypothesis set, so it's not whether the designed hypothesis of the research is accepted or not. As a need, hypothesis submission which uses variance analysis technique (ANAVA) factorial 2 x 2 and then it is continued by the next test using Scheffe test.

**Tabel 2: Varians Analysis Summary of the Ability of Short Story Appreciation**

Various Source	dk	JK	RJK	F <sub>count</sub>	F <sub>table (α=5%)</sub>	Explanation
Learning Model (A)	1	82,013	82,013	10,131	3,96	significance
Linguistic Intelligence (B)	1	366,828	366,828	45,316	3,96	significance
Interaction (AB)	1	158,440	158,440	19,573	3,96	significance
Galat	76	615,207	8,095	-	-	-
Total	79	1222,488	-	-	-	-

In Table 2 ANAVA Summary for cooperative learning model with  $F_{table} = F_{(0,05)(1,76)} = 3,96$ . So it's got  $F_{count} > F_{table}$  ( $10,131 > 3,96$ ), for linguistic intelligence is got  $F_{count} > F_{table}$  ( $45,316 > 3,96$ ), and for interaction is got  $F_{count} > F_{table}$  ( $19,573 > 3,96$ ). Based on the data above, we can conclude, there is interaction between cooperative learning model with linguistic intelligence which influences the short story appreciation ability.

Interaction of cooperative learning model and linguistic intelligence towards students' ability of short story appreciation can be designed as the picture 1 below:



**Picture 1:** Interaction Line of Cooperative Learning Model and

Linguistic Intelligence towards the Ability of Short Story Appreciation

From Picture 1 looks there is an interaction between cooperative learning model and linguistic intelligence towards students' ability of short story appreciation, which is shown with there is an intersection between high linguistic intelligence line and the low ones from each class. Because there is an interaction between cooperative learning model and linguistic intelligence towards the ability of short story appreciation, it will be done in the next test with using Scheffe Test to know the average of sample mark which is different. Summary of the calculation result of Scheffe Test can be seen in Table 3.

**Tabel 3: Summary of Scheffe Test Result**

Sr. No.	Description	F <sub>count</sub>	F <sub>table</sub>
1	The difference of the ability of short story appreciation cooperative learning model class of <i>group investigation</i> type with cooperative learning model class of <i>think pair share</i> type	5,888	3,49
2	The difference of the ability of short story appreciation of student's high linguistic intelligence with the ability of short story appreciation of student's low linguistic intelligence	18,047	3,49
3	The difference of the ability of short story appreciation with high linguistic intelligence in cooperative learning model class of <i>group investigation</i> type with low linguistic intelligence in cooperative learning model class of <i>group investigation</i> type	12,395	3,49
4	The difference of the ability of short story appreciation with high linguistic intelligence in cooperative learning model class of <i>think pair share</i> type with the ability of short story appreciation with low linguistic intelligence in cooperative learning model class of <i>think pair share</i> type	23,497	3,49
5	The difference of the ability of short story appreciation with high linguistic intelligence in cooperative learning model class of <i>group investigation</i> type with the ability of short story appreciation with high linguistic intelligence in cooperative learning model class of <i>think pair share</i> type	0,911	3,49
6	The difference of the ability of short story appreciation with low linguistic intelligence in cooperative learning model class of <i>group investigation</i> type with low linguistic intelligence in cooperative learning model class of <i>think pair share</i> type	10,191	3,49

## DISCUSSION

1. The ability of short story appreciation of the students in the class of cooperative learning model of group investigation type is better than the ability of short story appreciation of the students in the class of cooperative learning model of think pair share type.

The findings of the research show that the ability of short story appreciation of the students in the class of cooperative learning model of group investigation type is better than the ability of short story appreciation of the students in the class of cooperative learning model of think pair share type. According to Pitoyo, Herman, and Sarwiji (2014), the group investigation learning facilitates students improving their writing skills easily. It is also stated that students' writing skills taught by group investigation type have a better effect than taught by role playing type.

According to Tsoi, Goh, and Chia quoted by Aunurrahman (2010:151), the group investigation model is philosophically moving from a constructivist paradigm, where there is a situation in which students interact and communicate each other with information and do the task collaboratively to investigate a problem, plan, present, and evaluate their activities. The group investigation model is appropriate to the students' needs in developing collaborative learning skill through group work which the ability is gained from the experience of each student.

According to Huda (2011:16) "Group investigation is classified as a method of group investigation because the tasks are very diverse, encouraging students to collect and evaluate information from multiple sources, its communication is bilateral and multilateral and the award given is very implicit". In the group investigation model, students have the full choice to plan what is learned and investigated. Students are formed into small groups heterogeneously and each group is tasked with different projects.

Indonesian learning is generally characterized by conventional learning models that emphasize more on lecturing methods, thus less able to stimulate students to be actively involved in the learning process. Teacher center is the way to teach that teachers often apply during this time and it is only affected in one way from teacher to student. This has an impact on less effective learning activities, which may affect students learning outcomes. Therefore, the appropriate learning model in learning Indonesian needs to be chosen. One way that teachers can do is to apply new learning models (innovative).

The cooperative learning model of thinking pair share type is a group learning model that involves students actively learning through thinking, responding, and helping each other, consisting of two people working together to solve problems. The learning activities of Indonesian in appreciating short story material begins with the teacher divides the students into groups consisting of 3 – 5 people in pairs. Then the teacher distributes different short stories for each pair in each group. Each pair of students thinks about how to appreciate the short story then responds the answer from each partner. This activity ends by applying mutual activity (mutual assistance) of the students who understand more to the students who do not understand how to appreciate the short story.

While in the cooperative learning model of group investigation type students are taught by involving them maximally in learning activities ranging from planning the topics to learn,



how to carry out the investigation, and to do group presentation and evaluation. Indonesian subject taught by cooperative learning model of group investigation type starts from some short stories given by the teacher to the students to learn. In this case, the teacher directs the students according to the material to discuss in class together. Furthermore, the teacher forms the study groups with 2- 4 students per group, along with short stories to discuss.

The implementation of learning activity of group investigation type in Indonesian is applied by analyzing each student's ability in appreciating the short story. In this case, students are required to analyze and present the subject matter. The presentation of the short story appreciation results contains with questioning (investigation) alternately among group members in each group. The investigation requires every student to show all his ability in appreciating the short story given by the teacher. It is finished by the evaluation in the classroom by the teacher.

2. The ability to appreciate short story of the students with high linguistic intelligence is better than the ability of the students with low linguistic intelligence

The findings of the research show that the ability to appreciate the short story of the students with high linguistic intelligence is better than the ability of the students with low linguistic intelligence. The results of this study support the research conducted by Ibnian and Ala (2013) states that students' motivation and learning ability can be determined by differences in intelligence. Students with good intelligence will get a better effect in their learning ability and vice versa.

Linguistic intelligence is an individual's ability that involves sensitivity to spoken and written language, the ability to learn the language and the ability to use language to achieve the certain goals (Gardner cited as Badriyah, 2007:72). The level of linguistic abilities in students is different and it greatly affects student learning outcomes. Students with the high linguistic ability can develop the ability to learn optimally. To learn Indonesian subject, students must have good linguistic skills in capturing, remembering, understanding, and distinguishing each subject matter received from the teacher.

Students with high linguistic intelligence have the ability to use language and words, both written and oral, in different forms to express their ideas and achieve certain goals. Thus, students with high linguistic intelligence more easily learn the material of short story appreciation given by the teacher. Students are easier in determining the theme, background,

plot, characterizations, the point of view, message, and the language style in a short story. It is because of the students' ability who tend to have a strong memory, either the names of people, new terms, or detailed things.

Whereas students with low linguistic intelligence who have limitations in using language and words, both written and oral, will feel difficult to express their ideas in learning. It is because they get difficulties in learning the material of short story appreciation given by the teacher. The students usually feel difficult in determining the theme, background, plot, characterization, the point of view, message, and the language style in a short story. It is because the students do not like the lessons that require him to read and memorize the material.

### 3. The interaction between cooperative learning model and linguistic intelligence to the ability of short story appreciation

The findings show that there is an interaction between cooperative learning model and linguistic intelligence to the ability of short story appreciation. Pitoyo, Herman, and Sarwiji (2014) concluded that group investigation learning facilitates students improving their writing skills easily. It is also stated that students' writing skills taught by group investigation type have a better effect than taught by role playing type. By the more planned stage, cooperative learning of group investigation can help students with low linguistic intelligence. Thus, students with high linguistic intelligence can also improve their ability to appreciate the short story.

The results of this study support the research conducted by Getter and Bradley (2008) states that the use of cooperative learning of think pair share type in improving students' understanding of learning in the classroom, through the practice of solving problems by learning according to the actual situation. Thus, students with high linguistic intelligence prefer the think pair share learning model.

To improve the ability of the short story appreciation, teachers must prepare cooperative learning model according to the students' ability and the subject matter. When the cooperative learning model has applied appropriately, the ability of the short story appreciation can be maximized. Whereas if the cooperative learning model is less precise, the students will not get any benefit from the instruction applied by the teacher. In addition to the cooperative learning model, the characteristics of students also affect the students' linguistic

abilities.

Effendi, as quoted by Aminuddin (1995:35), expresses the appreciation of literature is a genuine activity of literary work to foster understanding, appreciation, the sensitivity of critical thinking, and sensitivity of good feelings to the literary work. In applying group investigation model on learning, good communication skill required among the students to facilitate the group process, so before conducting group investigation, the teacher is expected to give communication training to the students. This is reinforced by the opinion of Asma (2006:61) that the successful implementation of group investigation highly depends on communicating exercises and other social skills previously performed.

Killen, as quoted by Aunurrahman (2010:152), describes the essential features of group investigation are as follows:

- a. The students work in small groups and have the independence towards teachers.
- b. Student activities focus on answering the formulated questions.
- c. Student learning activities will always require them to collect some data, analyze them and get some conclusions.
- d. Students will use the diverse approach in learning.

In learning Indonesian applying cooperative learning model group investigation type, it emphasizes on student learning activities to collect some data from various sources in students' environment, then after obtaining information they gather to discuss with the group members to share opinions and knowledge on the subject matter, and analyze the information until they eventually get some conclusions.

According to Thorndike as quoted by Rahayu (2010:27), intelligence is an individual ability to provide the right response to the stimulus he receives. If the notion is connected to the ability of a person to the mastery of the language, it can be said that the difference in the individual ability to master a new thing is natural because it is influenced by intelligence.

According to Huda (2011:164), "GI (Group Investigation) is considered as the most appropriate method for the teachers who are just learning to use cooperative learning". It basically has its own procedures if the teacher understands each procedure clearly, the

teacher can easily apply group investigation in the learning process. This model will also be able to cultivate the warmth of interpersonal relationships, trust, respect for the rules and policies, independence in learning and respect for the dignity of others.

The learning activities with cooperative learning model of group investigation type provide students to involve themselves maximally in learning activities by planning the topics to study, how to carry out the investigation, to present and evaluate. Indonesian subject taught by cooperative learning model of group investigation type starts from giving some short stories. In this case, the teacher directs the students according to the material to discuss. Then, teachers form study groups with 3 – 5 students per group, along with short stories discuss. The teacher must consider the division of group by combining high linguistic intelligence students and low linguistic intelligence so there will be an exchange of information about how to appreciate the short story properly.

In addition, this method will require every student to be actively involved in reading and play the model according to the given material. To analyze each student's ability in the short story appreciation is the learning implementation of group investigation type in Indonesian subject. Students are required to analyze and present the subject matter. The presentation of the short story appreciation results consists of questioning (investigation) alternately among the group members. It requires the students to show all their ability to appreciate the short story given by the teacher.

Investigation activities in each group are usually applied alternately from high linguistic students to low linguistic students. It is found that the high linguistic students tell and explain more about stories and their knowledge than the low linguistic students because the former has better ability in the short story appreciation.

Group investigation type learning requires the high linguistic students to follow the speaking performance. It will cause them a bit hindered and give a loss in optimizing their Indonesian language skill. On the other hand, the low linguistic students will be happy in speaking performance because they get the opportunity to demonstrate their low linguistic abilities so that they can get the correct way of speaking from the teacher and classmates. It means the cooperative learning model of group investigation type is suitable for the low linguistic students.

Cooperative learning model of *think pair share* type is a group learning model that involves

students actively learning through thinking, responding, and helping each other consists of two students working together to solve the problems. In the short story appreciation material in Indonesian subject, the teacher divides the students into groups of 2 – 4 students in pairs. The high linguistic students will be in pairs with low linguistic students. It will help the low linguistic ones in short story appreciation correctly.

After getting the short story to learn, each pair of students thinks about how to appreciate and respond the answers from his partner. It is ended with the mutual assistance of students who understand more to students who do not understand about it. The high linguistic students will share the information and help the difficulties faced by to the low linguistic students according to the rules specified by the teacher. It will provide the additional knowledge to the low linguistic students about the right way to appreciate the short story.

Nevertheless, the low linguistic students will also get difficulties in think pair share strategy which also requires them to find out what the teacher assigns. They do not understand how to speak in Indonesian properly and will show a sense of laziness to be actively involved in learning. Moreover, the teachers do not give them equal opportunities to all students to speak Indonesian in the classroom so they will be left behind on the subject. Whereas the high linguistic students will feel happy because they are able to speak in response to what is required by teachers so they are not hindered to optimize and demonstrate their ability to speak Bahasa Indonesia

## CONCLUSION

### Summary

1. The ability of short story appreciation of cooperative learning model class of *group investigation* type is higher than the ability of short story appreciation of cooperative learning model class of *think pair share* type.
2. The ability of short story appreciation of student's high linguistic intelligence is higher than the ability of short story appreciation of student's low linguistic intelligence.
3. There is interaction between of cooperative learning model class and linguistic intelligence toward the ability of short story appreciation of student's low linguistic intelligence

## Implication

1. Because the first proposed hypothesis is accepted, so it needs to do the effort in developing of learning in the class with using the cooperative learning model of *group investigation* type in improving the student's ability in appreciating the short story. With cooperative learning model of *group investigation* type, students will feel how to appreciate the short story correctly before writing or speaking it. The use of cooperative learning model of *group investigation* type must keep developing as the researcher concludes that the ability to appreciate the short story which is taught with cooperative learning model of *group investigation* type is better than cooperative learning model of *think pair share* type.

2. Because the second proposed hypothesis is accepted, so it needs to do the effort in improving the student's linguistic intelligence in learning. The level of student's linguistic intelligence influences the way of him to accept, understand and practice how to use the short story appreciation correctly. The improvement of student's linguistic intelligence can be done with giving motivation to the student, like the advice of learning and etc. Student's linguistic intelligence in learning must be improved as the researcher concludes that the ability of short story appreciation of student's high linguistic intelligence is better than the ability of short story appreciation of student's low linguistic intelligence.

3. Because the third proposed hypothesis is accepted, it describes that there is a correlation between cooperative learning model is applied by the teacher with the level of student's linguistic intelligence. The use of cooperative learning model which can maximize the student's ability, either student's high linguistic intelligence or the low one will very helpful in reaching the aim of learning. This must be developed as the researcher concludes that there is the interaction between of cooperative learning model and linguistic intelligence toward the student's ability of short story appreciation.

## Suggestion

1. To improve the student's ability of short story appreciation, it needs to do the effort with cooperative learning model of *group investigation* type. The use of cooperative learning model of *group investigation* type in learning in the class can be done with (a) obligating the teacher to use cooperative learning model of *group investigation* type in learning of short story appreciation in Bahasa Indonesia lesson, (b) the school must provide the learning instrument to use cooperative learning model of *group investigation* type, and (c)

implementing the training of the use of cooperative learning model of *group investigation* type to all teachers.

2. To improve the students's linguistic intelligence, it needs to do the effort as below: (a) doing the test of student' linguistic intelligence before doing the learning of Bahasa Indonesia, to know the beginning of position learning done., and (b) the school facilitates the additional lesson to practice the student's ability in learning the literature of Bahasa Indonesia.

3. It's necessary to do the next research about the correlation of student's ability of short story appreciation that is reviewed from the use of cooperative learning model and student's linguistic intelligence

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