
Efforts to Improve the Learning Outcomes of Students of Class VII MTs Negeri 2 Rantau Utara On Material Creative Writing Poetry Through a Strategy of Cooperative Learning Type of Jig-Saw

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Abstract

This research is classroom action research, which aims to improve student learning outcomes on the material of creative writing poetry through a strategy of cooperative learning type of jig-saw. The research instrument used was a test of learning outcomes essay form as much as 3 grains of matter to the cycle I and 3 grains of matter to the second cycle as well as the observation sheet/studied those daycare centers on the activities of the learning process. Instrument observation sheet is used to measure the learning process while the test is used to measure the learning outcomes. To the results of the study to solve the problems of creative writing poems with the standard indicators of minimum completeness individuals of ≥ 75 and in classical $\geq 85\%$ meet the standard of completeness. The subject of this research is the students of class VII-2 SMP Negeri 2 Rantau Utara, as many as 38 people. The results of the study concluded that the process of learning the subject matter of creative writing poem by using the strategy of cooperative learning type of jig-saw can : 1) Improve the Response and Enthusiasm to better master the learning materials on the subject matter of these. 2) Support the creation of a condition of active learning, creative and fun (CTL). 3) Improve student learning outcomes.

Keywords: The Results Of The Study, The Type Of Cooperative Jig-Saw

INTRODUCTION

Indonesian language learning in school is one of the lessons included in the national exam, but a result of the lack of precise methods of learning are applied to cause the low learning outcomes of students in these subjects. One of astu learning model which is suggested to be applied in Indonesian Language lesson is a cooperative learning model. Cooperative learning is a learning model where students learn in small groups that have different levels of ability. In this model of learning of the learners in completing the group task, each member of each other's work and help to understand the learning materials provided by the teachers (ministry of Education, 2004:11). In implementing cooperative learning model, the students were divided in several groups-study groups are small. J.J Hasibuan and Moedjiono (2004:77) says that : "Teaching small groups as the actions of teachers in the context of teaching and learning that only serve 3-8 students". Of the opinion that the researchers took the number of students of each group of as many as five people. This research aimed at advancing student learning outcomes on the material of creative writing poetry through a strategy of cooperative learning type of Jig-Saw.

RESEARCH METHODS

Types Of Research

This study is a class action study with reference to Kemmis and Mc Taggart's Model.

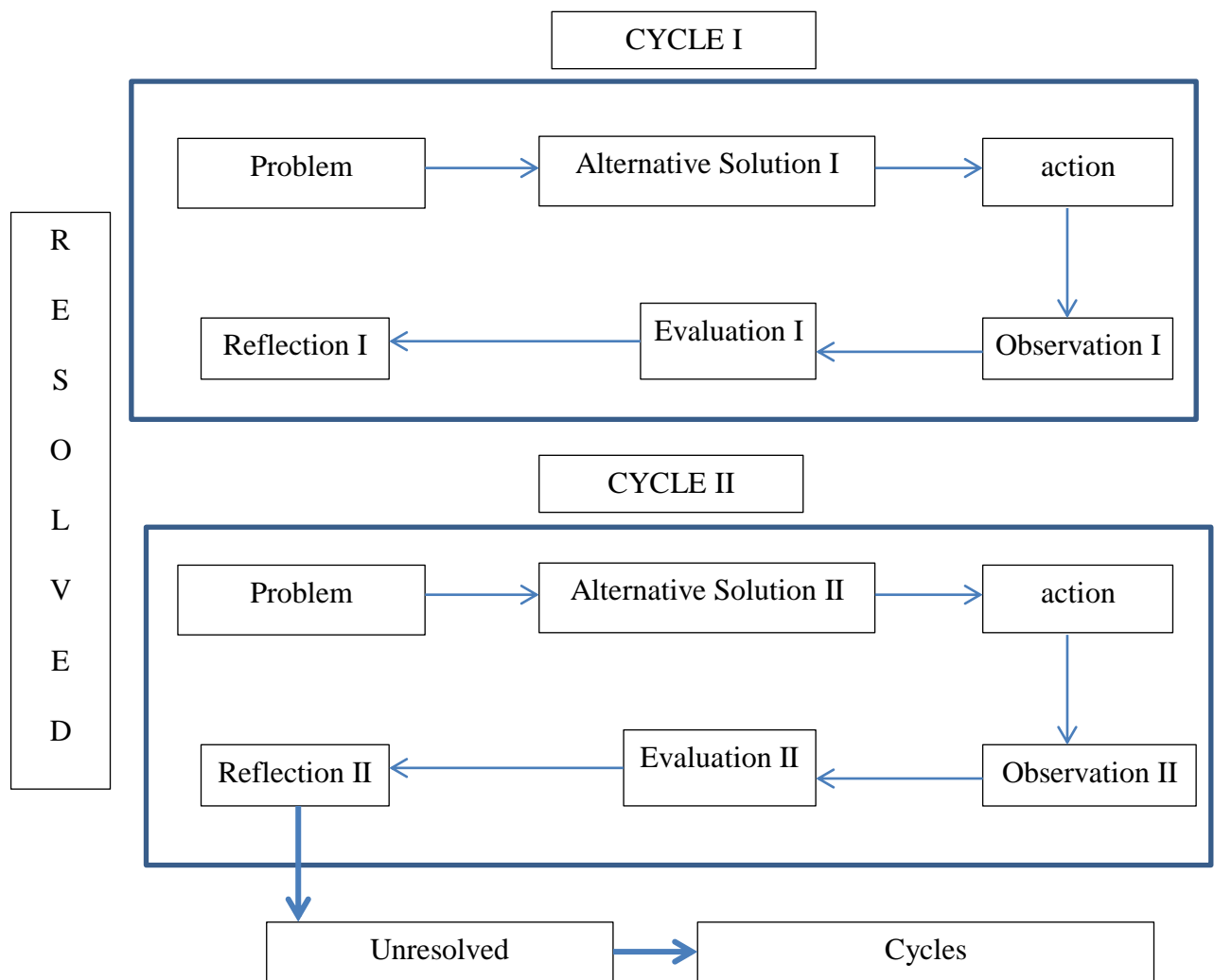


Figure 1.

Scheme of the Procedure Class Action, Modification of the Model of Kemmis and Mc Taggart

Data Analysis techniques

To know the final scores of the students obtained from the final test is used the formula:

$$N = \frac{SP}{SM} \times 100$$

Description:

N : The value of the Students ' final

SP : The score obtained by the students

SM : Maximum Score

In this research, the classification of students over the four categories with the following qualities:

- 1) Very Good: 85 -100
- 2) Good : 75 - 84
- 3) Enough: 65 - 74
- 4) Less Is Better: 60 - 64

To determine the completeness of student learning outcomes in the classical style is :

$$P = \frac{\sum \text{Students who pass the study}}{\sum \text{Student}} \times 100$$

P = Mastery learning students in classical.

RESULTS AND DISCUSSION

Before Action

Table 1. Learning outcomes the Students before a class action.

Acquisition Value	Number of students	Number Of Percentage %	The Average Value
78 - 100	4	10,53%	57,50
56 - 67	25	65,79%	
22 - 44	9	23,68%	
Jumlah	38	100%	

In table (1) looking 4 people (10,53%) students acquire the value of 78 - 100, 25 people (65,79%) to obtain the value of 56-67 and 9 people(23,68%) to obtain the value of 22-44. While the value of the average student is 57,50. Only 4 of those students who obtain the value of > 75 so that the percentage of classical completeness of learning outcomes Indonesian students is a 10.53 %.

CYCLE I

Table 2. The results learn some ways Students in Cycle I

Acquisition Value	Number of students	Number Of Percentage %	The Average Value
75 - 100	20	52,63%	71,92
56 - 67	18	47,37%	
Jumlah	38	100%	

From the above table it can be seen, the number of students who obtained a value of 75-100 as many as 20 people (52,63%) and obtain the value of 56-67 as many as 18 people (47,37%). While the value of the average student is 71,92. Furthermore, there are 20 students who obtain the value of > 75 so that the percentage of classical completeness of learning outcomes Indonesian students is 52,63% (appendix 10). This means that there is a significant increase from the pre action by a 10.53 % to 52,63%. But not yet complete in classical.

CYCLE II

Table 3. Student Learning outcomes In Cycle II

Acquisition Value	Number of students	Number Of Percentage %	The Average Value
75 - 100	33	86,84%	80,03
56 - 67	5	13,16%	
Jumlah	38	100%	

From the above table it can be seen, the number of students who obtained a value of 75-100 total of 33 people (efficiency of 86.84%) and obtain the value of 56-67 as many as 5 people (13,16%). While the value of the average student is 80,03. Furthermore, there were 33 students who obtain the value of > 75 so the percentage of classical completeness of learning outcomes Indonesian students is the efficiency of 86.84%. This means that there is a significant increase from cycle I of 52,63 % to efficiency of 86.84%.

DISCUSSION

After the implementation of the cycle of the second, obtained the test results are the average results of the study bahasa Indonesia kelas VII-2 with the lowest value is 56 and the highest score of 89, students who achieve a complete learning is as much as 33 of 38 students or as much as efficiency of 86.84%. From the results of tests carried out after the cycle is the second this, it can be said that the result obtained is satisfactory. In the classical style can be seen that the mastery learning with the standards of completeness 75,00 has been achieved by the students on the material of creative writing poetry. In individual the achievement of mastery learning is also good, of 38 students of a total of 33 students has been completed and the 5 people who did not complete. From the description above, the hypothesis of the act which states that if through a strategy of cooperative learning type jigsaw applied in the learning process creative writing poetry then the student learning outcomes will be increased, has been proven to be true.

CONCLUSION

Based on the results of student learning and discussion that has been described above, it can be concluded that using the strategy of Cooperative learning Type Jig-saw can be increased, there is an increase in the average learning outcomes of students, namely in the initial test of the average student learning outcomes is 57,50 and in the first cycle increased to 71,92 then on the second cycle increased again to 80,03. There is an increase in the number of students who completed, where in the initial test of students who complete a 10.53%, increased to 52,63% in the first cycle and increased again to efficiency of 86.84% in cycle II. There is a decrease in the number of students who did not complete, where in the initial test of the number of students who did not complete reach 89,47%, in cycle I become 47,37% and then on a cycle Iimenurun again to 13.16% in other words, only 5 students who obtain a value below the KKM.

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