

## **Jigsaw Type Cooperative Learning Model Implementation to Improve Poetry Writing Ability of Eight Grade Students at SMP Negeri 14 Seram Bagian Timur, Indonesia**



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**ABSTRACT:** This study aims to improve the poetry writing ability of eight grade at SMP Negeri 14 Seram Bagian Timur using the jigsaw type cooperative learning model. The research data form poetry writing ability test results in each cycle. The research subjects were students of eight grade students at SMP Negeri 14 Seram Bagian Timur totaling 22 students. The final score of each student is obtained from the acquisition score divided by the total score then multiplied by the ideal score (100). The final value is then converted according to the specified criteria. The results showed that there was an increase in poetry writing ability of eight grade students at SMP Negeri 14 Seram Bagian Timur using the jigsaw type cooperative learning model. This can be seen from the number of students who achieved the minimum completeness criteria (in Indonesia = KKM) in the first cycle namely 12 students (54.54%) to 17 students (77.27%) in the second cycle.

**KEYWORDS:** CAR, completeness, jigsaw, learning outcomes, poetry writing.

### **I. INTRODUCTION**

Education is an aspect of life that is very basic for the nation-building of a country. In the implementation of education in schools that involve teachers as educators and students as students, it is manifested by the existence of teaching and learning interactions or the learning process. Solissa & Wariunsora (2022) said that in the context of this implementation, teachers consciously plan their teaching activities systematically and are guided by a set of rules and plans regarding education which are packaged in the form of a curriculum.

The curriculum is continuously refined to improve the quality of education and is oriented towards the advancement of the national education system, it seems that it has not been realized optimally (Yuliawati, 2012). One of the problems faced in the world of education in Indonesia is the weak learning process .

Based on the results of observations at SMP Negeri 14 Seram Bagian Timur with Indonesian language teachers, both from the results of interviews and looking at the results of the completeness scores obtained by students in the Indonesian language subject in the ability to write poetry, they have not yet reached the completeness criteria that have been set at school. This condition is caused by the teacher's difficulties, as well as the students' lack of focus during class hours. This is caused by the learning methods used make students bored, students do a lot of activities outside of class hours so that during class hours they don't pay attention to the lesson. Then, in terms of learning facilities and facilities, it has limitations to support students' creative power. while from the students themselves, most students were not disciplined and were not serious in following the lessons which caused the lessons not to be conveyed thoroughly.

Based on observations, it is known that the learning process in schools, especially at SMP Negeri 14 Seram Bagian Timur Part of the Odd Semester 2022/2023 Academic Year, is student creativity, especially in learning Indonesian language and literature. There are still many students who do not understand the ability to write poetry and the method of making poetry in groups or individually. Students still copy and paste the teacher's thoughts in a monotonous manner in learning activities in class, so that the learning atmosphere seems stiff and dominated by the teacher.

The learning process carried out by many educators currently tends to achieve the target curriculum material, more concerned with memorizing concepts rather than understanding (Solissa, 2022). This can be seen from the learning activities in the classroom which are always dominated by the teacher. In delivering material, the teacher usually uses the lecture method, students just sit, take notes, and listen to what is conveyed and there are few opportunities for students to ask questions. Thus, the learning atmosphere is not conducive so that students become passive.

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Efforts to improve student learning outcomes at SMP Negeri 14 Seram Bagian Timur Part are inseparable from various influencing factors. In that case, creative teachers are needed who can make learning more interesting and liked by students. The classroom atmosphere needs to be planned and built in such a way by using the right learning model so that students can get the opportunity to interact with each other so that in turn they can get optimal learning achievement.

To achieve this, students need to be equipped with adequate knowledge so that they can carry out assessments of all subjects, especially learning Indonesian language and literature, namely the elements in literary works, one of which is poetry. On this occasion the researcher will focus on research on learning literature, especially in terms of writing poetry using the Jigsaw cooperative learning model.

## **II. LITERATURE REVIEW**

### **1. Definition of Writing**

Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely the author as the delivery of this message, the content of the writing, the channel or media and the conversation (Dalman, 2012).

Writing is a creative process of expressing ideas in the form of written language for purposes, such as informing, convincing, or entertaining. The results of this creative process are usually referred to as essays or writings. The two terms refer to the same result even though they have different meanings. In writing activities, the process of delivering written information is the result of creative writing by using creative thinking.

Understanding writing in a simple sense can be interpreted the same as composing, namely scribbling with writing tools on a sheet of paper or the like. Writing activities do not necessarily produce writings or essays that are regular and contain a unified idea or goal to be achieved. While in the real sense writing is one type of language skill that is owned and used by humans as an indirect communication tool between them (Heriyudananta, 2021).

Writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and graphic descriptions (Mardika, 2019; Putra et al., 2019). Pictures or paintings may convey meanings, but do not represent the units of language expression. This is the main difference between painting and writing, between painting and writing. Painting pictures is not writing.

### **2. The Poetry Writing Ability**

Writing poetry is one of the skills that must be mastered by junior high school (SMP) students. Triswanto et al (2019) learning to write poetry is useful for developing ideas, refining feelings, reasoning, imagination, and students' sensitivity to the surrounding environment

Solissa & Parinussa (2022) said that in learning literature at school, students are invited to express their expressions, desires, and experiences which are displayed in the form of literary works, namely poetry. Poems written by students can be imaginative, intellectual, and emotional in nature which have been processed, arranged so that they are clear, easy to grasp, and touch feelings. For this reason, the activity of disclosing literary works in the form of poetry is applied to learning to write poetry.

Writing poetry is one of the literary skills that students must achieve because students will get many benefits from writing poetry. Some of the benefits are: 1) students can express their thoughts through beautiful language in poetry, 2) students can make poetry as a medium to express everything that is felt and of course students get skills that not everyone can have, 3) students' creativity can also honed through writing (Ratnaningsih & Ningsih, 2019; Triswanto et al., 2019; Waluyo, 1995).

Jabrohim (2009) suggests that writing activities teach students to use the brain and senses to work together. This can be seen when students write. When a student writes, his brain will work to initiate an idea or thought while his fingers will write down the idea. Furthermore, the writing that has been produced will be read by the eye which is then reconsidered by the brain to be revised into perfect writing. One of the processes of these activities is writing literary works, whether in the form of prose, poetry, or drama.

Poetry is a form of literary work that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language by concentrating on his physical structure and inner structure. (Pradopo, 2018; Triswanto et al., 2019; Waluyo, 1995). Writing poetry is an active and productive activity. It is said to be active, because by writing poetry a person has carried out a thought process, while it is said to be productive because someone in writing poetry will produce writing that can be enjoyed by others. In addition, writing is also an activity that can develop creativity (Suryaman, 2012).

According to Waluyo (1995) things that must be considered so that students produce creative literary works (poetry) are (1) critical thinking skills, (2) emotional sensitivity, (3) talent (this talent can be trained), and (4) imagination power who are able to associate what the senses capture.

The activity of writing poetry according to is part of the creative writing of literature (Ratnaningsih & Ningsih, 2019; Solissa & Wattimury, 2020; Triswanto et al., 2019). As a creative activity, poetry can be developed in stages, continuously,

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directed and integrated. The creative process is certainly needed in writing poetry. The creative process can be done by practicing a lot, because the more often a person practices writing, the more skilled he is, the more ideas and ideas he will come up with. The more often a student practices writing poetry, the more his creativity will be honed. Students can express ideas or thoughts through the creative process in the form of poetry.

### **3. Jigsaw Type Cooperative Learning Model**

The jigsaw type cooperative model is a model that takes the pattern of how a saw works (zigzag), namely students carry out a learning activity by working together with other students crosswise to achieve a common goal (Anggraeni & Yonanda, 2018; Ulfa, 2019).

In jigsaw type cooperative learning, each group discusses a particular topic. If this is applied to eight grade junior high school students, they will experience difficulties because understanding one particular topic is not easy. Therefore, in this study each group did not discuss one particular topic, but they discussed one particular problem according to their level of ability. Thus, the enthusiasm for learning of students can be further enhanced.

There are many reasons that make cooperative learning enter the mainstream of educational practice. One of them is to increase student achievement, as well as other positive consequences that can develop relationships between groups, acceptance of classmates who are weak in the academic field, and increase self-esteem. Another reason is the growing awareness that students need to learn to think, solve problems, and integrate and apply their abilities and knowledge that cooperative learning is an excellent means of achieving such things. (Hakim et al., 2021; Thaib, 2013).

According to Slavins (Suhartini, 2019; Talakua, 2019) the purpose of jigsaw type cooperative learning is "to create a situation where individual success is determined by the success of the group". This system is different from conventional groups that apply a competition system, where individual success is oriented to the failure of others. The purpose of the jigsaw cooperative learning model itself is to provide a sense of individual and group responsibility for joint success and for interacting with other groups. For this reason, solid cohesiveness and cooperation between groups determines the success or failure of the learning because each other will provide information that has been obtained from other groups.

### **4. Characteristics of the Jigsaw Type Cooperative Learning Model**

The characteristics of the Jigsaw type cooperative learning model are as follows (Aini, 2018; Lestari, 2013; Thaib, 2013).

- a. Students study in small groups consisting of 4-6 people by paying attention to heterogeneity.
- b. Positive cooperation and each member is responsible for learning certain problems from the material provided and conveying this material to other group members.
- c. There are origin groups and result groups that work together.

There are three central concepts that characterize cooperative learning as stated by Slavin (Hakim et al., 2021; Lestari, 2013; Suhartini, 2019; Talakua, 2019):

- a. Group Award Group award is obtained if the group achieves a score above the specified criteria. So that the success of the group is based on individual performance as a member of the group in creating interpersonal relationships that support each other, help each other, and care for each other.
- b. Individual Responsibility The success of the group depends on the individual learning of all group members. This responsibility focuses on the activities of group members helping each other in learning.
- c. Equal Opportunity to Achieve Success Cooperative learning uses a scoring method that includes a developmental value based on the increase in achievement obtained by students from the past. By using this scoring method each student with low, medium and high achievers equally gets the opportunity to succeed and do their best for the group.

## **III. METHOD**

This research is a classroom action research (CAR) with the aim of improving the ability to write poetry in eight grade at SMP Negeri 14 Seram Bagian Timur. This research was conducted to correct deficiencies that occurred in the class studied (Aqib, 2006; Arikunto, 2010; Nafiah & Suyanto, 2014; Trianto, 2011)

In this study, researchers collaborated with teachers in solving the problems faced. This implies that PTK can be done by collaborating with other people for a common goal (Susilo, 2007).

The subjects of this study were 22 students of eight grade at SMP Negeri 14 Seram Bagian Timur. The research data is in the form of observation data, interviews, questionnaires and tests. Students' final grades were analyzed using the following formula.

$$Final\ Score = \frac{Earned\ Score}{Total\ Score} \times 100$$

(BNSP, 2007)

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earned score : the total number of scores obtained  
by students  
total skor :  $4 \times 3 = 12$   
ideal score : 100

To assess students' poetry writing ability, an assessment rubric is used as shown in table 1.

**Table 1. Poetry Writing Ability Rubric**

Indicators	Levels	Score
diction	Very Good	3
	Good	2
	Fair	1
content	Very Good	3
	Good	2
	Fair	1
figure of speech	Very Good	3
	Good	2
	Fair	1
image	Very Good	3
	Good	2
	Fair	1

(Nurgiantoro, 2018)

**III. RESULT**

**1. LEARNING CYCLE I**

The results of the assessment of the poetry writing ability of students of eight grade at SMP Negeri 14 Seram Bagian Timur in the first cycle of learning are presented in table 2.

**Table 2. Poetry Writing Ability Assessment Results of Eight Grade Students at SMP Negeri 14 Seram Bagian Timur**

No. Subject	Indicators				Score	Final Score	Description
	1	2	3	4			
S1	2	3	3	3	11	91.66	Complete
S2	1	1	2	1	5	41.66	-
S3	2	3	3	2	10	83.3	Complete
S4	2	2	3	2	9	75	Complete
S5	1	2	2	1	6	50	-
S6	2	2	2	2	8	66,66	-
S7	2	3	3	2	10	83.33	Complete
S8	2	2	3	2	9	75	Complete
S9	2	2	2	2	8	66	-
S10	2	2	3	2	9	75	Complete
S11	2	2	2	3	9	75	Complete
S12	1	1	2	1	5	41.66	-
S13	2	1	2	1	6	50	-
S14	2	3	3	2	10	83.33	Complete
S15	2	2	2	2	8	66	-
S16	2	2	3	3	10	83.33	Complete
S17	1	1	2	1	5	41.66	-
S18	2	1	2	1	6	50	-
S19	2	2	3	2	9	75	Complete
S20	2	3	3	3	10	83.33	Complete
S21	2	2	2	2	8	66,66	-
S22	3	2	3	2	9	83,33	Complete

1 = diction, 2 = content, 3 = figure of speech, 4 = image

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Table 2 shows that 10 students (45.45%) have not reached the KKM, while 12 students (54.54%) have achieved the KKM. This means that there are still many students who have not finished. So, this research was continued in cycle II because completeness was still below the standard set by the researcher, namely at least 75% of all students.

The poetry writing ability of eight grade students at SMP Negeri 14 Seram Bagian Timur in cycle 1 can be seen in the following figure 1.

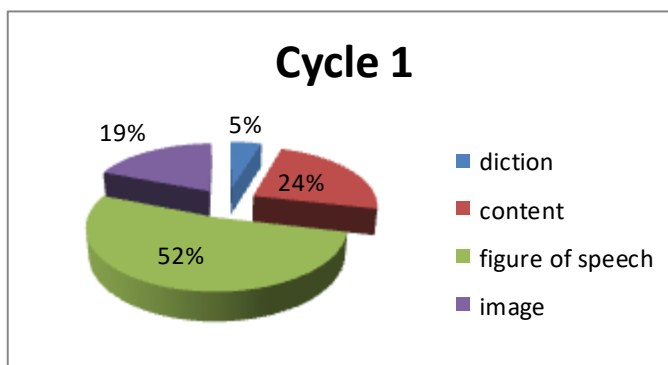


Fig.1. The Poetry Writing Ability of Eight Grade Students at SMP Negeri 14 Seram Bagian Timur

Based on table 2, it is known that the difficulties faced by students in poetry writing ability are as in table 3.

Table 3. Student Difficulty Data  
Cycle I

No. Subject	Difficulty Indicators			
	Diction	Content	Figure of Speech	Image
S1	√			
S2	√	√	√	√
S3	√			√
S4	√	√		√
S5	√	√	√	√
S6	√	√	√	√
S7	√			√
S8	√	√		√
S9	√	√	√	√
S10	√	√		√
S11	√	√	√	
S12	√	√	√	√
S13	√	√	√	√
S14	√			√
S15	√	√	√	√
S16	√	√		
S17	√	√	√	√
S18	√	√	√	√
S19	√	√		√
S20	√			
S21	√	√	√	√
S22		√		√

Table 3 shows that the aspects that have not been achieved by students are diction (21 students), content (17 students), figure of speech (11 students) and image (18 students).

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**Fig.2. Students' Activity in Learning Cycle I**

**2. Learning Cycle II**

The results of the assessment of the poetry writing ability of eight grade at SMP Negeri 14 Seram Bagian Timur students in the second cycle of learning are presented in table 4.

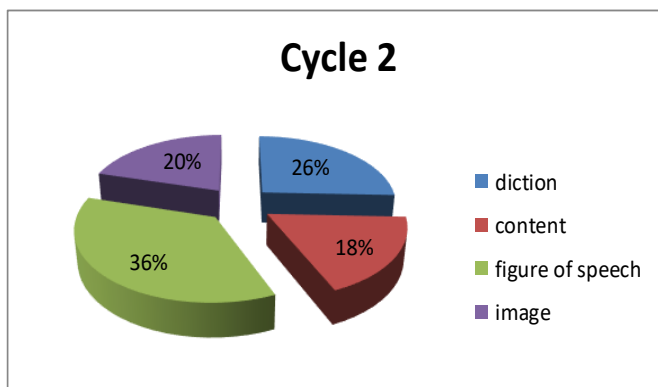
**Table 4. Poetry Writing Ability Assessment Results of Eight Grade Students at SMP Negeri 14 Seram Bagian Timur Cycle II**

No. Subject	Indicators				Score	Final Score	Description
	1	2	3	4			
S1	3	3	3	3	12	100	Complete
S2	2	2	3	2	9	75	Complete
S3	3	3	3	2	11	91,33	Complete
S4	3	3	3	3	12	100	Complete
S5	1	3	3	2	9	75	Complete
S6	3	2	3	2	10	83,33	Complete
S7	2	3	3	2	10	83.33	Complete
S8	2	2	3	2	10	83,33	Complete
S9	3	2	2	2	9	75	Complete
S10	2	2	3	2	9	75	Complete
S11	3	2	2	3	10	83,33	Complete
S12	2	2	2	1	7	58,33	-
S13	2	1	2	2	7	58,33	-
S14	2	3	3	2	11	91,33	Complete
S15	3	2	2	3	10	83.3	-
S16	3	2	3	3	11	91,33	Complete
S17	2	2	2	1	7	58,33	-
S18	2	2	2	1	7	58,33	-
S19	2	2	3	2	9	75	Complete
S20	2	3	3	3	10	83.3	Complete
S21	3	2	2	3	10	83.3	Complete
S22	3	2	3	3	11	91,66	Complete

1 = diction, 2 = content, 3 = figure of speech, 4 = image

Table 4 shows that there are 5 students who have not reached the KKM (22.72%), while those who have reached the KKM are 17 students (77.27%). This means that there is a very significant change, namely students who have not achieved the KKM decreased from 45.45% to 2.72%, while students who achieved the KKM experienced an increase from 54.54% to 77.27%. So, it can be said that the use of jigsaw cooperative learning model can improve students' poetry writing ability. Thus, this study was ended because classical completeness had exceeded the specified standard, namely 75%.

The poetry writing ability of eight grade students at SMP Negeri 14 Seram Bagian Timur in cycle 2 can be seen in the following figure 3.



**Fig.3. The Poetry Writing Ability of Eight Grade Students at SMP Negeri 14 Seram Bagian Timur**

Based on table 4, it is known that the difficulties faced by students in speaking are as shown in the following table 5.

**Table 5. Student Difficulty Data  
Cycle II**

No. Subject	Difficulty Indicators			
	Diction	Content	Figure of Speech	Image
S1				
S2	√	√		√
S3				√
S4				
S5	√			√
S6		√		√
S7	√			√
S8	√	√		√
S9		√	√	√
S10	√	√		√
S11		√	√	
S12	√	√	√	√
S13	√	√	√	√
S14	√			√
S15		√	√	
S16		√		
S17	√	√	√	√
S18	√	√	√	√
S19	√	√		√
S20	√			
S21		√	√	
S22		√		

Table 5 shows that the aspects that have not been achieved by students are diction (12 students), content (15 students), figure of speech (8 students) and image (14 students). This shows that there is a decrease in student difficulty for each aspect from cycle I to cycle II, namely the diction aspect of 21 students to 12 students (a decrease of 42.85%), content aspects of 17 students to 15 students (a decrease of 11.76%), the figure of speech aspect of 11 students became 8 students (a decrease of 27.27%), the image aspect of 18 students became 14 students (a decrease of 22.22%).

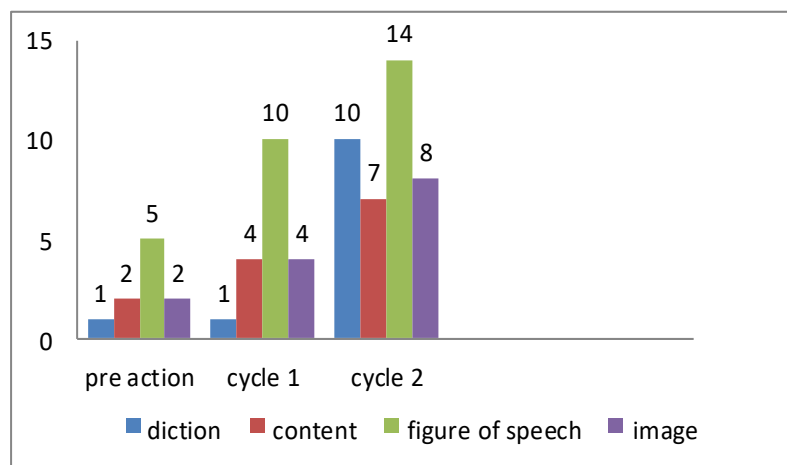


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**Fig.4. Students' Activity in Learning Cycle II**

The improvement of poetry writing ability of eight grade students at SMP Negeri 14 Seram Bagian Timur can be seen in the following figure 5.



**Fig.5. The improvement of poetry writing ability of eight grade students at SMP Negeri 14 Seram Bagian Timur**

## V. CONCLUSIONS

Based on the results of data analysis, it is concluded that the jigsaw type cooperative learning model can be one learning model that motivates students to grow understanding and self-confidence and become active in learning.

The jigsaw type cooperative learning model can maximize students' ability to achieve mastery standards of poetry writing. Before the jigsaw type cooperative learning model was applied, the average grade of the class did not meet the specified KKM, which was 75. After the implementation of jigsaw type cooperative learning model, there was a very significant increase of 77.27%.

In the implementation of the first cycle, there were still difficulties experienced by students, namely in the aspects of diction (21 students), content (17 students), figure of speech (11 students) and image (18 students). These difficulties became the focus of researchers to be minimized in the next cycle. In the second cycle there was a very significant change, namely in the aspects of diction (12 students), content (15 students), figure of speech (8 students) and image (14 students). This shows that there is a decrease in student difficulty for each aspect from cycle I to cycle II, namely the diction aspect from 21 students to 12 students (a decrease of 42.85%), content aspects from 17 students to 15 students (a decrease of 11.76%), figure of speech aspects from 11 students to 8 students (a decrease of 27.27%), and image aspects from 18 students to 14 students (a decrease of 22.22%). This shows that the jigsaw cooperative learning model is very appropriate to use in improving students' poetry writing ability.

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