EFFORTS TO INCREASE ENGLISH LEARNING ACHIEVEMENT WITH THE APPLICATION OF THE LEARNING MODEL JIGSAW COOPERATIVE

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Abstract
This study aims to determine the improvement in English learning achievement of students of class XI IBB 2, SMA Negeri 1 Sukasada in the 2019/2020 Academic Year in the "English" subject through the application of the Jigsaw Cooperative Learning model.This research design uses classroom action research design. This study consisted of two cycles and each cycle consisted of two meetings, consisting of four stages namely planning, implementing, observing, and reflecting. Matters related to student assessment in cycle I and cycle II of the teacher use the Jigsaw Cooperative learning model with mastery learning adapted to the KKM which has become a school agreement, which is 78. The application of the Jigsaw Cooperative learning model, students get ample opportunities to practice skills and also give extensive time to learn movement both individually and in groups, the atmosphere of student learning during learning activities appear to be free, cheerful, passionate, and conducive. The author also documents all learning activities both in cycle I and cycle I.The results showed that English Language Learning Achievement in Class XI IBB 2 of SMA Negeri 1 Sukasada in Academic Year 2019/2020. Proven in English learning outcomes in accordance with data analysis in the first cycle and second cycle, the percentage of mastery learning classical in the first cycle of 74.8% which is in the category of not good. The percentage of mastery learning classically in the second cycle is 85.81% which is in the good category. Thus the percentage of completeness in English Learning Achievement increased by 11.01% from cycle I to cycle II, so it can be concluded that through the application of the Jigsaw Cooperative learning model in English material can be increased in class XI IBB 2 students of SMA Negeri 1 Sukasada Academic Year 2019/2020.

Keywords: Cooperative Jigsaw, English Learning Achievement.

INTRODUCTION

The development of science and technology today, has a very broad impact in all aspects of life, especially in the field of education including the development of learning models that are continuously directed at improving student achievement. From several research results on factors that influence student learning outcomes, information is

obtained that in addition to the basic abilities of students, the stimulation factor of the teacher's role, using an appropriate learning model has a strong relationship with the learning experience which is a process of teaching and learning activities to achieve learning objectives.

Improving the quality of learning in the classroom is a condition that must be met by every teacher. For this reason, teachers must be active in carrying out activities such as teaching by understanding the truth of existing theories, conducting more constructivist learning following the opinions of experts. The implementation of learning in the classroom must be pursued by the teacher so that in its implementation it is able to combine the roles, functions and uses of the subjects they teach. In addition to understanding these things, learning will be effective, much is determined by the ability of the teacher to change the teaching model into learning.

The learning model is an integral part of the educational process in schools. Meanwhile, the teacher as the class manager has an important role in the teaching and learning process. The activity and creativity of the teacher in delivering the material as well as in choosing the right model is one aspect that determines the success of teaching and learning activities. The success of conveying their experiences to students, a teacher must have a learning strategy. Learning strategy is careful planning of learning activities so that learning objectives are achieved (Suyatno, 2004:20). The learning strategy includes methods or learning models that are in accordance with the subject matter so that they can encourage students to be more creative and can increase student learning motivation. The learning process should provide opportunities for students to carry out activities in the form of work to be completed or problems to be solved on the basis of the students' own abilities. So that students can carry out activities and work alone, students are given individual assignments in addition to group assignments. It is intended to guide students towards being independent on their own responsibility, full of initiative, creative, and critical thinking, and responsible.

Currently English is the main language of international communication. Besides being used as a medium to communicate, it is also used to master technology. In addition, English is a tool for communicating orally and in writing.

In learning the researcher as an English subject teacher has carried out the learning process and found that learning takes place passively and boringly because it does not use a learning model, researchers tend to focus on theoretical aspects and dominate the class, learning becomes ineffective and the expected KKM is not achieved.

Regarding the learning process that took place at SMA Negeri 1 Sukasada, from the results of initial data collection, the average grade XI IBB2 Semester I students of SMA Negeri 1 Sukasada in the 2019/2020 academic year only reached 65.17 with learning mastery reaching 25%. These results are not in line with the expectations of educational success set in this school. The reason is that students do not have more knowledge about the lessons delivered, the teacher's limited willingness to apply all the knowledge they master for the sake of achieving maximum results in learning. From the students' side, they are influenced by their low study habits due to outside influences, the economic ability of their parents and their study habits that have not been much nurtured. However, whatever the background to the problem, if this is allowed to drag on, it will certainly not be good for the continuity of student education and for the development of the quality of education at SMA Negeri 1 Sukasada. One of the appropriate learning models in supporting the achievement of a better level of student achievement is the Jigsaw Type Cooperative learning model.

The Jigsaw Type Cooperative Learning Model is a teaching and learning strategy

that emphasizes shared attitudes or behavior in learning or helping each other in a regular cooperative structure in groups of two or more people. The Jigsaw Type Cooperative learning model is considered interesting for students and can activate students equally because all students are directly involved in group discussions. Thus there is a sense of mutual need and must cooperate cooperatively to learn the assigned material. Based on all the descriptions above, the researcher conducted a classroom action research with the title "Efforts to Improve English Learning Achievement by Applying the Jigsaw Type Cooperative Learning Model in Class XI IBB2 Semester I SMA Negeri 1 Sukasada for the academic year 2019/2020".

METHOD

The subjects in this study were all students of class XI IBB2 Semester I of SMA Negeri 1 Sukasada in the 2019/2020 academic year, totaling 24 students. The object of this research is the improvement of English learning achievement for students of class XI IBB2 Semester I of SMA Negeri 1 Sukasada in the 2019/2020 academic year by applying the Jigsaw Type Cooperative learning model in learning.

The implementation of this classroom action research started from January to July to November 2019. To obtain data on the learning outcomes obtained by students after the implementation of the actions, the teacher made observations through learning achievement tests. The tests used have been summarized in the Learning Implementation Plan contained in the appendix. Which is used to analyze the data from this research is descriptive analysis. For quantitative data, it is analyzed by finding the mean, median, mode, making class intervals and presenting it in the form of tables and graphs. To obtain the desired data in this study, the researcher arranged an instrument in the form of a learning achievement test. the number and number of tests have been listed in the lesson plan (attached).

In this study, the indicators used as guidelines to determine the success rate of research implementation are in the first cycle the average score of students reaches 70 and in the second cycle reaches an average value of 70 or more with a minimum learning mastery of 85%.

FINDING AND DISCUSSION

The picture obtained from the initial activities is that on the one hand the teacher is not successful in carrying out learning considering the activities carried out have not followed the opinions of education experts. The method used is still traditional, it is still used daily, for example the use of the question and answer method is still one-way or at most two-way, and has not actively used the question-and-answer method used, still uses a model that can be done everyday, has not followed the model. used by educators. As a result, students' English scores are still quite low, only 6 people (25.00%) of the 24 students in class XI IBB2 Semester I SMA Negeri 1 Sukasada in the 2019/2020 academic year were able to complete learning while the others were 18 people (75.00 %) is still in the criteria under the KKM. On the other hand, namely on the part of students, this is a feature that most students still need serious guidance and training to be able to improve their self-development from daily habits with low learning intentions.

The results obtained by giving the English learning achievement test can be explained: of the 24 students of class XI IBB2 Semester I SMA Negeri 1 Sukasada in the 2019/2020 academic year studied, there were 22 students (91.66%) who got the KKM average score. and exceed the KKM. The interpretation that emerges from the

data is that they are already very capable of doing what they are told to do. There were 2 (8.33%) students who scored below the KKM, which means that these students have not been able to do what they are told. This analysis shows that more than half of the students have been able to improve their learning achievement. With all these results, it can be described that the expected indicators of research success have been met. he synthesis that can be submitted is in cycle II, from 24 students of class XI IBB2 Semester I SMA Negeri 1 Sukasada for the 2019/2020 academic year which were studied, the results were in line with expectations. From these developments, it is known that almost all students are able to do what they are told to do well. In cycle II, students are active and willing to learn to improve their achievements. From all the data that has been obtained, a synthesis can be given that most students have been able to improve their achievements, this means that the indicators that are expected to be achieved by students of class XI IBB2 Semester I of SMA Negeri 1 Sukasada in the 2019/2020 academic year have been achieved.

The assessment that can be conveyed on all the action activities in Cycle II is that the indicators required in learning English using the Jigsaw Type Cooperative learning model have been successfully pursued. All previous deficiencies have been corrected in this cycle, all indicators that are required to be resolved are no longer left behind. The results obtained in Cycle II indicate that this research does not need to be continued to the next cycle. The demand for indicators of research success proclaimed by 85% of students or more can achieve improvement, and it turns out that 91.66% of students have succeeded.

All activities that have been carried out from all research activities that have been carried out are presented in this discussion. In the initial activity, the average score of English for class XI IBB2 Semester I SMA Negeri 1 Sukasada 2019/2020 academic years was 65.17. This result is far below the KKM for English subjects in class XI IBB2 Semester I SMA Negeri 1 Sukasada Year In the 2019/2020 lesson, this very low result is due to the researchers initially teaching not using the learning models recommended by world experts. The researcher gave more lectures, told nonsense and taught less seriously. After checking the students' scores, there were many students who scored below the KKM. This result was so surprising that the researcher as a teacher in class XI IBB2 Semester I of SMA Negeri 1 Sukasada in the 2019/2020 academic year felt compelled to improve the learning process. This makes researchers try the Jigsaw Type Cooperative learning model.

With the implementation of learning that has been improved in the first cycle, it turns out that the results of learning English for students of class XI IBB2 Semester I SMA Negeri 1 Sukasada for the 2019/2020 academic year have reached an average of 67.58. However, this average is still below the expected success indicators of research, although in practice the researchers have made maximum efforts such as motivating students, giving emphasis, giving directions and so on. The weakness is precisely in the inability of researchers to understand in depth the truth of the Jigsaw Type Cooperative learning model theory used in teaching and its learning syntax. Weaknesses that still remain in the implementation of the research in cycle I, the researchers finally corrected the learning process in order to obtain maximum results. For this reason, in the second cycle, the English learning process for students of class XI IBB2 Semester I SMA Negeri 1 Sukasada for the 2019/2020 academic year will run better by making more mature plans, formulating goals, organizing material better, trying to make the material relate to students' daily lives. -day. After doing careful planning, continue with doing maximum learning by actively motivating, actively giving directions, guiding students to study hard, giving examples of more, easy questions first before proceeding to more

difficult questions. With questions that are easier to answer, they will get initial satisfaction which will affect success. The Jigsaw Type Cooperative learning model is pursued in learning to follow the correct theoretical steps. The maximum implementation in cycle II was able to improve the English learning achievement of class XI IBB2 Semester I SMA Negeri 1 Sukasada in the 2019/2020 academic year reaching an average value of 77.33. It turns out that this value has exceeded the indicators of success of the proposed research.

CONCLUSION AND SUGGESTION

From all the data that has been obtained that the existing facts have been able to answer the formulation of the problem and the purpose of this research is in the form of evidence, both evidence that is still low obtained at the beginning and evidence that is better in cycle I and good data evidence which is in line with the expectations obtained in the second cycle has been able to provide a picture of the acceptance of the research hypothesis that has been proposed. The conclusions that can be drawn from the results of the reflections that have been submitted and by looking at all the data that have been presented, it can be stated that the achievement of research objectives in class XI IBB2 Semester I students of SMA Negeri 1 Sukasada in the 2019/2020 academic year can be proven by the following arguments. From the initial data, the average was 65.17 with 25.00% learning conditions, it increased in the first cycle to 67.58 on average with 41.66% learning completeness and in the second cycle the class average increased again to 77.33 with learning completeness 91.66%.

From the data above, it can be concluded that the application of the Jigsaw Type Cooperative learning model can improve English learning achievement for students of class XI IBB2 Semester I of SMA Negeri 1 Sukasada in the 2019/2020 academic year.

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