

The Influence of Jigsaw Cooperative Model toward Writing Exposition Text Ability of Class X At SMK Negeri 1 Pematang Siantar

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Abstract

The purpose of this study is: (1) To know that Jigsaw Cooperative Model can improve the students' writing Exposition ability and (2) to describe the process of Jigsaw Cooperative Model in improving students' writing Exposition ability. This study was conducted at class X at SMK Negeri 1 Pematang Siantar. The population were 70 students. The quantitative data were taken from the scores of the pre-test and post-test. The total score is 4894, the mean 69, 9 thus, in the post test found the total score is 5981, and the mean 85, 4. Jigsaw Cooperative Model inspired both the students and the studyer in improving the ability of English especially on writing. The students could practice their skill of English in the different situation and treatment. They could express their idea or opinion freely as the studyer only became mediator during the activities of Jigsaw Cooperative Model as it was student-centred. In fact, the students' cooperation increased. They helped each other, communicated using English, and built the idea, imagination and opinion that they wanted to compose in their writing during applying Jigsaw Cooperative Model.

Keywords

writing, exposition ability, jigsaw cooperative model



I. Introduction

Jigsaw Cooperative Model is a of Cooperative learning that encourages students to be active and help each other in mastering learning materials to get maximum learning outcomes. The Jigsaw Cooperative Model is defined as learning Model that takes a zigzag pattern, where students carry out a learning activity by cooperating with other students to achieve common goals.

Exposition text is a text that describes or explains the intent and purpose. Exposition text can also be called exposure, which is one form of paragraphs that explain, describe, or analyze a single point of thought that can expand one's knowledge. Writing an Exposition text is very concerned with accurate and complete information.

Given the importance of the Exposition text which is not mastered by students, the teacher plays a very important role in this learning process. A teacher must be able to master and be able to apply various strategies in carrying out the learning process.

Efforts that can be made by a teacher to condition learning in the classroom so that it is not boring is to provide variations and models of learning in class, so that the learning process in the classroom is not monotonous. There are many learning models that can be used in the learning process where each learning model has different characteristics in its implementation, one of which is the model that can be used is the Jigsaw Type Cooperative Model.

Problems that occur in a problem activity where the problems are written in the form of simple questions that will be searched for briefly and clearly. Sugiyono (2017: 34) states, "The formulation of the problem is a question that will be answered through data collection".

Responding to the above problems the writer will use an approach through the Jigsaw Type Cooperative Learning model in writing Exposition Text skills. The researcher chose this learning model because in writing the Exposition Text it does not only involve mastering facts or concepts but with this jigsaw type, students can improve their academic abilities and make students more confident because in this type of jigsaw always prioritizes cooperation in thinking in activities that are ongoing.

Mahsun (2017: 38) states "The study objective contains a description of the specific study objectives to be achieved from the study to be carried out": The influence of the Jigsaw Cooperative Model on writing Exposition text ability. The purpose of this study is (1) To know that Jigsaw Cooperative Model can improve the students' writing Exposition ability and (2) To describe the process of Jigsaw Cooperative Model in improving students' writing Exposition ability.

Purpose limitation needs to be done so that the issues discussed are more focused and focused on the research topic. Riduwan, (2014: 10) states "The limitation of the problem is carried out so that research is more focused, focused and does not go off the mark".

The limitations of the problems in this study is the influence of Jigsaw Cooperative Model toward writing Exposition text ability of class x at SMK Negeri 1 Pematang Siantar.

II. Review of Literatures

2.1 Cooperative Model

Reading is a very important skill to be mastered by every individual. Tarigan (2008: 7) states that reading is a process that is carried out and used by readers to obtain messages conveyed by writers through written language media. Rahim (2012: 11) states that the various purposes of reading are: (1) Pleasure; (2) perfects loud reading; (3) using certain strategies; (4) updating his knowledge about a topic; (5) linking the new information to the information it already knows; (6) obtaining information for oral or written reports; (7) inform or reject predictions; (8) performing an experiment or applying information obtained from a text in other ways and studying the structure of the text; (9) answering specific questions.

The types of reading in primary schools are classified into preamble and advanced reading. Preliminary reading is given to students from grade 1 to grade 2, while the high class is grade 3 to grade 6. The purpose of reading in high class is a continuation of reading in low classes which is usually called Advanced Reading which emphasizes understanding. Reading lessons are more emphasized on further reading activities starting from (1) critical reading aimed at finding facts in reading. (2) speed reading to find the main idea. (3) Read the tela'ah to study the language. (4) Free reading to fill leisure time (Sukirno, 2009: 6).

2.2 Jigsaw Cooperative Model

Jigsaw is a process-oriented learning, so that learning is more meaningful and enhances students' understanding of learning material which in turn can improve student achievement and self-confidence. Hamdayama (2014: 87) states that "the Jigsaw Cooperative Model is that students learn in small groups of 4-5 people by paying attention to heterogeneity, working together positively and each member is responsible for studying certain problems from the material provided and the original group as well as in expert group".

In line with this, Suprihatin (2017: 85) states that "The Jigsaw is learning in which the learning application is formed by several small groups in each one group, there is one who will be responsible for mastering the subject matter of learning materials and that one person must be responsible to teach to other groups and groups.

Based on the above opinion, it can be concluded that Jigsaw Cooperative Model is a learning activity that involves heterogeneous small groups and works together and is independently responsible. The stages of the Jigsaw Cooperative, namely the teacher forms a group consisting of several students and each group has a predetermined group leader. If the group has been determined, the teacher will provide learning material for the Exposition text, the material is given in the form of each two groups having the same material and each group leader joins the group leader who has the same material to determine the important points that will be discussed against each group.

The stages of the Jigsaw Cooperative Model are made so that educators can easily guide students to achieve effective and efficient learning. According to Lestari and Yudhanegara (2017: 48) that the Jigsaw stages are as follows:

1. Grouping: Divide students into groups of 5-6 heterogeneous students.
2. Leader: Assign one student from each group as the group leader (leader). Students who are appointed as chairmen are the most superior / mature students in the group.
3. Partition: Divide / partition the subject matter into 5-6 sub topics. Each student in one group chooses a subtopic that is their responsibility.
4. Expert Groups: Students, who get the same topic as other group students, join a new group called an expert group. Students in this expert group discuss a topic that is their responsibility and note the important points in that topic.
5. Sharing and Presentation: After finishing the discussion, the expert group returns to the original group to share and present the results of the discussion. At this stage, students complement each other to form a complete knowledge of the material being studied.
6. Observing: The teacher observes the process taking place in each group. If there are group members who have difficulty in explaining the subtopics for which they are responsible, the teacher orders the group leader to help the members.
7. Quiz: The teacher provides to check students' understanding.

a. Pros and Cons of the Jigsaw Type Cooperative Model

The Jigsaw Type Cooperative Learning Model has several advantages and disadvantages. According to Abdullah (2017: 24-25), some of the advantages and disadvantages of the Jigsaw Type Cooperative Model are:

1. Advantages of the Jigsaw Cooperative Model
 - a. Can foster a spirit of cooperation and excitement in learning for students. When the learning process takes place the teacher directs students to form groups so that there is good cooperation between students and students and students and teachers. On-going learning will generate passion for learning individually and in groups.
 - b. Increase motivation, mutual respect between fellow students. Forming a group will make students exchange ideas with one another and respect each other's opinions from one group's friends. When another group succeeds in solving a problem, the other group will be motivated to solve the problem in their group as well.
 - c. Provides opportunities to express ideas openly because of the limited number of students in each group. Opportunities to express ideas openly are greater because of the limited number of students per group compared to conveying ideas with competitiveness without forming groups because there are more students involved.

- d. Train students to be able to communicate effectively. When groups of each student have been formed, the freedom to express opinions will be implemented, so the ability of students to train communication effectively will be seen.

b. Disadvantages of the Jigsaw Cooperative Model

- a. The main principle of this learning is learning by friends themselves, this will be an obstacle because of differences in perceptions in understanding a concept that will be discussed with other students. In this case, teacher supervision is absolutely necessary so that mistakes do not occur.
- b. It is difficult to convince students to be able to discuss conveying material to friends, if students do not have self-confidence. If students do not have self-confidence, the teacher will find it difficult to direct students to be able to discuss and convey opinions between friends of one group.
- c. The initial use of this learning model is difficult to control, it usually takes sufficient time and careful preparation before this learning takes place. Careful preparation is needed in this learning model because for the initial stage students will be difficult to control because they will form groups and each group must be considered so that it can be controlled by a teacher.
- d. Application of this learning model when implemented in large classes (more than 40 students) is very difficult. If this learning model is carried out with a large number of students, the teacher will experience difficulties because they have to form more groups and the supervision of each group will be more difficult.
- e. Based on the opinion above, the advantages of the Jigsaw Cooperative Model are that it can foster cooperation and mutual respect between students, so that opportunities to convey ideas are more open so that students can communicate effectively. While the drawback of this model is that students will have problems of disagreement so that it is difficult for teachers to convince students to deliver material if students do not have self-confidence.

This Jigsaw Cooperative Model requires sufficient time and thorough preparation before learning takes place. This model is also difficult to apply if students in 1 room are more than 40 people.

2.3 Exposition Text

Exposition text is a type of text that describes or explains the intent and purpose. According to Dewi (2016: 3) the text of the exposition is an explanation, with the author's explanation conveying an explanation and information. After reading, someone will understand and comprehend what is conveyed by the author in the presentation.

In line with this, Budiani (2018: 38) states, "Exposition is a variety of discourses that are intended to explain, convey or describe something that can expand or increase the knowledge and views of the reader.

Writing is a series of activities for a person in order to express ideas and convey them through written language to others so that they are easily understood. Budiani (2018: 37) states, Writing is an activity that expresses someone's thoughts, ideas and feelings as outlined in written discussion.

In line with this, Saddhono and Slamet, (2015: 212) stating Writing exposition text can be said to be one of the aspects of language skills, this is because writing an exposition text is a process skill that translates someone's ideas, thoughts, and thoughts into writing.

Learning outcomes in the form of writing that have specificity in terms of assessment of writing activities must lead to aspects including: content, ideas conveyed, organization,

sentence structure, choice of words and spelling. Based on the description above, it can be concluded that writing exposition text is a writing skill with put ideas into writing, complete with supporting aspects.

The Exposition text has a structure that can build the text. According to Kosasih (2014: 23) states the Exposition text structure consists of 3 forms, namely:

a. Statement of Opinion/Thesis/Opinion

Contains a statement that shows the author's point of view on a problem or issue on a particular topic, a general explanation of the topic being discussed, and provides initial information to the reader.

b. Argument

Contains a number of evidence or reasons to support or prove the correctness of the thesis, the topic is discussed in more depth and accompanied by examples related to the topic.

c. Conclusion/Reaffirmation

Contains reviews of the thesis and arguments in the text, in this conclusion the author summarizes the whole point that has been clearly conveyed for the purpose of reaffirming.

Writing skills combine two elements, namely the nature of the topic being written and the presentation techniques used with a good and fluent language sequence will mark the quality of an Exposition text. Keraf (2017: 8-10) Exposition writing technique contains three main parts, namely:

1. Introduction
2. The Body of Exposition
3. Presentation of Information

The technique of writing the Exposition text will be explained below:

1. Introduction

The introduction presents the background, reasons for choosing the topic, scope, boundaries of understanding of the topic, problems and purpose of writing, terms of reference used.

2. The Exposition Body

In the body of the Exposition, the writer must first develop an organization or essay framework. The conclusion in the Exposition does not lead to an attempt to influence the reader. The conclusion that is given is only an opinion or conclusion that is accepted or otherwise the conclusion is rejected by the reader.

3. Presentation of Information

The most important thing in writing an Exposition is that the writer is able to present information to broaden the reader's insight or knowledge.

Requirements Writing Exposition text outlines aims to broaden the reader's knowledge, Keraf (2017: 22-23) states:

1. The author knows about the subject, thus the author can develop his knowledge of the subject to be displayed in writing.
2. The author must be able to analyze the existing problems clearly and concretely. The requirements for writing the Exposition text are that the writer can analyze and know about the subject to be written.

III. Research Methods

The research location is where the authors conducted research. This research was conducted at SMK Negeri 1 Pematangsiantar, Jl. Bali No.5 Ex. Bane, Kec. North Siantar, Pematang Siantar City. This research is conducted in March-May TP 2019/2020.

Population is the whole object of study means all the students of Class X SMK Negeri 1 Pematangsiantar. Sugiyono (2017: 81) states "Population is a generational area (object/subject) which has the qualities and characteristics set by the studyer and conclusions are drawn".

The sample is a part or representative of the population under study. Sugiyono (2017: 81) explains about the sample, "The sample is part of the number and characteristics of the population". The sample used was purposive sample or purposive sample. Arikunto (2017: 183) states "Purposive samples or samples aim not by taking the subject, not based on strata, random or regional but based on the existence of certain goals".

The data collection technique used in this study is a test in the form of Essay writing test. The test give twice pre-test and post-test, the pre Test given before the students learning using Jigsaw Cooperative Model and the Post test given after the students learning the Jigsaw Cooperative Model. The scoring of writing test in Pre Test and Post Test are using Writing rubric with the formula as follow:

Table 1. The Scoring of Writing Test

Part	Category	Score
Content	Excellent to very good	30-27
	Good to average	26-27
	Fair to Poor	21-17
	Very poor	16-13
Organization	Excellent to very good	20-18
	Good to average	17-14
	Fair to Poor	13-10
	Very poor	9-7
Vocabulary	Excellent to very good	20-18
	Good to average	17-14
	Fair to Poor	13-10
	Very poor	9-7
Grammar	Excellent to very good	25-22
	Good to average	21-18
	Fair to Poor	17-11
	Very poor	10-5
Mechanics	Excellent to very good	5
	Good to average	4
	Fair to Poor	3
	Very poor	2

The next analysis is calculating Mean and Standart Deviation with the formula:

$$\text{Mean} = \frac{\sum X}{N}$$

$$SD = \sqrt{\frac{\sum (X_i - \bar{X})^2}{n - 1}}$$

IV. Discussion

After giving pre test and got the total score that is 4894, the mean 69,9 and in the post test got the total score is 5981, and the mean 85,4. From the data was calculated the standart deviation for pre test is 347 and for post test is 518. From the result above, it can conclude that using of Jigsaw Cooperative Model can improve the students writing ability especially in writing Exposition text.

V. Conclusion

From the result above it shows that:

1. The use of Jigsaw Cooperative Model increase students' writing Exposition Text ability.
2. The students have more enthusiastic interest to improve their writing Exposition Text ability.
3. The students more active to follow how to do the procedure of writing Exposition Text.

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