

# The Implementation of Jigsaw Cooperative Learning Model to Improve Reading Skill in SDN Yosodipuro 104 Surakarta

Ika Nurwulandari<sup>1</sup>, Gunarhadi<sup>2</sup>, Siti S. Fadhilah<sup>3</sup>  
<sup>1,2,3</sup>Sebelas Maret University, Jl. Ir. Sutarni No. 36A, Surakarta, Indonesia

## Abstract

This study aims (1) to determine the reading skills of the schoolchild before proceeding (2) to determine the teacher's activities (3) to determine the reading skill when reading the children's story comprehension material (4) to determine the response from the schoolchild learning in Indonesian using Jigsaw Cooperative Learning Assisted. This research is a Classroom Action Research (C.A.R.), which consist of three cycles. Each cycles consist of four stages: (1) Planning, (2) Implementation (3) observation, (4) reflection. The participant of this research was 37 schoolchild in fifth grade of SDN Yosodipuro 104 Surakarta. The data collection methods used were observation, tests and interviews. The data analysis used was descriptive statistical data analysis. The results reveal (1) the average percentage of reading skills before proceeding were 60%; (2) the percentage of the teacher's activities reached 72% during the first cycle, at the second cycle move to 80% and up to 82% at the third cycle; (3) the average mark at the first cycle was 64, second cycle 75 and atthe third cycle reached 78; (4) the percentage of the response from the schoolchild during the first cycle reached 75%, the second cycle 84% and at the third cycle up to 86%. For conclusion the Jigsaw cooperative learning assisted by school library improve the reading skills of schoolchild.

**Keyword:** Implementation, Classroom Active research, Jigsaw cooperative learning

## I. INTRODUCTION

Requirement from government on Indonesian language lesson stated in Content Standard of Elementary School is that students are expected to be able to communicate effectively and efficiently, suitable with ethics, both orally and written. To establish those skills, students on formal education should master four skills in language. Those skills are listening, speaking, reading, and writing (National Education Department, 2006).

Referring to government's regulation above, skill in using Indonesian language has become one

important aspect in communication. Indonesian language is a language used in our country. It is taught from kindergarten until university. Therefore, mastery skill in Indonesian language is an important aspect to be able to communicate well.

From four language skills taught in elementary school, especially in 5<sup>th</sup> grade, one of those skills is comprehensive reading. Reading is a language aspect used to acquire various information and suggestion (Karsono, Mulyoto, & Haryati, 2014: 212).

Reading is a learning material need to be taught in 5<sup>th</sup> grade. One important material is basic competence to conclude the content of children's story in some sentences (National Education Department, 2006). Apparently, requirement from government has not met the expectation yet due to low achievement in Indonesian language subject. It can be seen from the result of Final Semester Test of 5<sup>th</sup> grade in SDN Yosodipuro 104 in 2<sup>nd</sup> semester academic year 2015/2016. The result is presented in Figure 1 below.

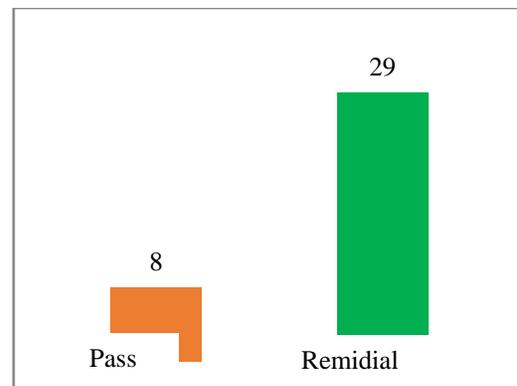


Figure 1. Result of Final Semester Test of 5<sup>th</sup> grade in SDN Yosodipuro 104 in 2<sup>nd</sup> Semester Academic Year 2015/2016

From 37 students, there were 8 students pass the standard score, while 29 students had not reached standard score yet.

This low result of final test is due to ineffective and inefficient learning in class. Indonesian language lesson in SDN Yosodipuro 104 is teacher-centered. One

teacher of 5<sup>th</sup> grade in SDN Yosodipuro 104 stated “language learning up to now explains material through lecturing and students will be asked to do exercise on worksheet”.

This way of learning indicates monotone teaching learning process because of teacher-centered. Therefore, it needs learning innovation improved from teacher center to student center, and individual learning to group learning.

One alternative learning method to create effective lesson is cooperative learning. It is a learning method grouping students based on their skill in small scale (Slavin, 2011). This cooperative learning can create effective learning. Students learn from their peers with different characteristics and ability. Therefore, students can interact with their peers and teachers.

In group, students are given a material and it will be discussed and solved in group. This activity will pursue students to learn actively because they can interact with learning sources served by teacher. Teacher’s role in this kind of learning is to facilitate students so that group discussion can be conducted effectively.

Cooperative learning is effective to improve learning achievement. This is in line with research conducted by Nugrananda&ANik (2014) with its result that by using cooperative learning, 90.62% students have pass standard score of reading material. Another relevant research is conducted by Tasrial&Suhardi (2015) with its result shows that cooperative learning can improve reading skill proven by 80% students pass the standard score.

Referring to the results above, cooperative learning model is considered as important to be implemented in teaching learning process, especially in Indonesian language lesson to create effective and efficient lesson.

Based on those background and research results state that cooperative learning model can improve lesson quality, researchers are interested to conduct a research with title “The Implementation of Jigsaw Cooperative Learning Model to Improve Reading Skill in 5<sup>th</sup> grade of SDN Yosodipuro 104 Surakarta in Academic Year 2015/2016”.

The objectives of this research are to (1) determine comprehensive reading skill before treatment, (2) determine reading skill after treatment, (3) determine students’ response on treatment, and (4)

determine improvement of comprehensive reading after treatment.

## **II. RESEARCH METHOD**

This research is located in 5<sup>th</sup> grade of SDN Yosodipuro 104 Surakarta with 37 students. It is conducted for 9 months from January 2016 until October 2016.

This is a Classroom Action Research done in three cycles. Each cycle consists of 4 stages. Those four stages are planning, implementation, observation, and reflection.

Instrument used in this research is observation sheets, interview, test, and questionnaire. Data is analyzed by using descriptive statistical analysis, namely percentage score. It is considered as success if students’ achievement in learning reaches 75% classical success.

## **III. RESEARCH RESULT AND DISCUSSION**

### **A. Research Result**

Result in this research is divided into (1) pre-treatment, (2) teacher’s activity, (3) learning achievement, and (4) students’ response.

#### **1) Pre-Treatment**

Teaching learning process of Indonesian language in 5<sup>th</sup> grade of SDN Yosodipuro 104 Surakarta is still teacher-centered. Teachers use lecturing method to explain lesson material, and then students are told to do exercises from student worksheet.

In the end of the lesson, none of the students ask about material they have learned. It indicates that students are passive to participate in teaching-learning process. From interview with one teacher of 5<sup>th</sup> grade in SDN Yosodipuro 104 Surakarta, the result stated “students are less active in teaching-learning process, no one ask as if they have understood. However, their test result has not met the expectation yet”.

It shows that the students have low motivation in learning Indonesian language. Not only in this subject, but also in other subjects they are less active to participate in teaching-learning process.

This low motivation in learning is in line with low achievement on Indonesian language lesson in SDN Yosodipuro 104 Surakarta. Result of final semester test in academic year 2015/2016 is from 37 students, there are only 8 students who pass the standard score while 29 students fail. Therefore,

researchers, teachers, and headmaster agree to do innovation in learning. Interview result with headmaster stated “learning reading in library is suitable place”.

From the elaboration above, Indonesian language learning process, especially in reading, is conducted in library by implementing jigsaw cooperative learning model. This technique is considered as a suitable technique based on result of discussion with teachers and headmaster.

### 2) Observation Result on Teacher’s Activity

This activity is conducted to observe teacher’s activity during lesson. Aspects to be observed are introduction activity, main activity, and closing activity.

Observation result on teacher’s activity in cycle 1, 2, and 3 is presented in figure 2 below.

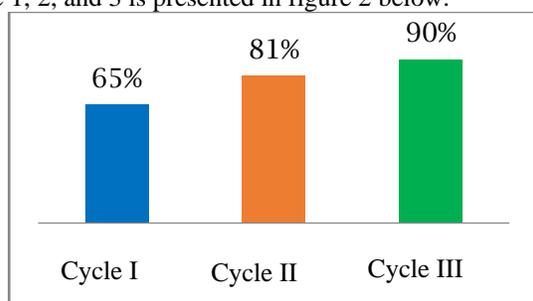


Figure 2. Observation Result on Teacher’s Activity

Observation result on teacher’s activity in cycle I is 65%. It means that teacher’s activity in cycle I is categorized as good enough. Observation result in cycle 2 improved from 65% to 81%. It means that teacher’s activity in cycle II is categorized as good. Observation result in cycle 3 improved 9% from 81% to 90%. It means that teacher’s activity in cycle III is categorized as very good.

### 3) Learning Achievement

Test result of learning achievement in cycle 1, cycle II, and cycle II is presented in Figure 3 as follows.

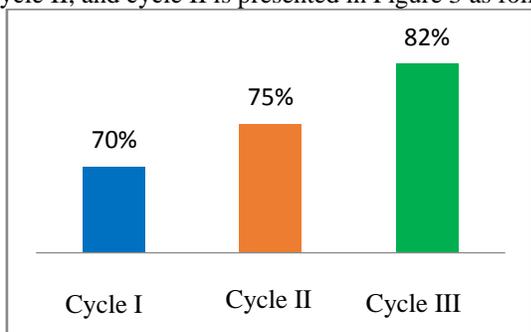


Figure 3. Test Result of Learning Achievement

From test result in Figure 3, score in cycle 1 is 70%. It means that test result of cycle 1 has not met the success criteria of this research. Therefore, research is continued to cycle II. Score in cycle II is 75%. It means that test result of cycle II has met the success criteria of this research, namely 5%.

However, research is still carried out into cycle III. It is used to prove the consistency of the treatment. Score in cycle III is 82%. In cycle III, test result has passed the criteria and it is consistent. Therefore, this research is stopped and considered as success.

### 4) Students’ Response

Students’ response here is students’ response to the treatment given, namely cooperative learning model.

Aspects assessed to determine students’ response to the lesson after using jigsaw cooperative learning model are enjoyment, understanding, and motivation. Result of students’ response is presented in Figure 4 as follows.

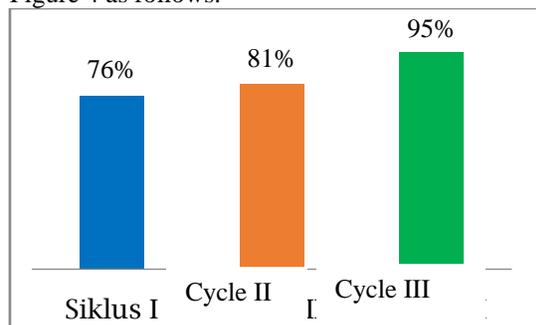


Figure 4. Result of Students’ Response

From figure 4, it can be elaborated that in cycle I, score of students’ response is 76%. In cycle II, it increases 5% into 81%, and in cycle III, the score is 95%. This increasing students’ response on jigsaw cooperative learning model proves that students are enthusiast, happy, motivated, and ease during the lesson.

## IV. DISCUSSION

Jigsaw cooperative learning model consists of six steps based on cooperative learning model syntax. It is implemented by arranging group in small scale. Each member of every team is responsible to tasks given. Students then are told to teach another member in the group (Huda, 2015: 149).

The result shows that by implementing jigsaw cooperative learning model, learning achievement of Indonesian language lesson improves effectively especially in reading. It is proven by test result, where score of each cycle increases, namely cycle I is 70%, cycle II is 75%, and cycle III is 82%. It proves that

jigsaw cooperative learning model is success to improve students' learning skill.

This result is supported by students' response about the using of jigsaw cooperative learning model. They are enthusiast to be involved in teaching-learning process. Their response on each cycle increases, namely cycle I is 76%, cycle II is 81%, and cycle III is 95%. It means that students gave good response about the using of jigsaw cooperative learning model in teaching-learning process.

Students' achievement on Indonesia language lesson is better. Percentage score before treatment is 21.6% and after treatment is 82%. From this explanation, a conclusion can be drawn that jigsaw cooperative learning model can improve reading skill.

## V. CONCLUSION AND SUGGESTION

### A. Conclusion

1. Students' achievement on reading comprehension material before treatment is only 21.6%.
2. Students' achievement on reading material using jigsaw cooperative learning model with library support in cycle I is 70%, cycle II is 75%, and in cycle III is 82%.
3. Students' response on jigsaw cooperative learning model with library support in cycle I is 76%, cycle II is 81%, and cycle III is 95%.
4. There is improvement of learning achievement between before treatment and after treatment as 60.3%.

### B. Suggestion

1. The low learning achievement on Indonesian language lesson is due to ineffective learning

process. Therefore, teachers need to choose suitable learning model and source with students' characteristics and the lesson itself.

2. Jigsaw cooperative learning model is success to improve students' learning achievement in Indonesian language lesson especially in reading material. Therefore, jigsaw cooperative learning model needs to be implemented in this lesson.
3. Students' response during lesson using jigsaw cooperative learning model is good. Therefore, teachers can use this learning model if their students have lack of enthusiasm.
4. Passing score of students in SDN Yosodipuro 104 Surakarta increased to 60.3% by using jigsaw cooperative learning model. Therefore, teachers in SDN Yosodipuro 104 Surakarta are suggested to use this cooperative learning model, especially in Indonesian language lesson.

## REFERENCES

- [1] Depdiknas (2006). Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Depdiknas.
- [2] Karsono, Mulyoto, & Sri Haryati (2014). Upaya meningkatkan Keterampilan Menyimpulkan Isi Bacaan dengan Membaca Cepat 250 Kata Permenit dengan Metode TRI-FOKUS STEVE SNYDER. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 2 (1) 211-230.
- [3] Miftahul Huda (2015). *Cooperative Learning: Metode, Teknik, Struktur, dan Model Penerapan*. Yogyakarta: Pustaka Pelajar.
- [4] Nugrananda Janattaka & Anik Ghufro (2014). Peningkatan Keterampilan Berbicara Siswa dengan Metode Kooperatif Jigsaw di Kelas 4 SDN 1 Jimbung Klaten. *Jurnal Prima Edukasia*, 2, (1) 90-101.
- [5] Slavin, Robert. E (2011). *Cooperative Learning*. Bandung: Nusa Media.
- [6] Tasrial Efendi & Suhardi (2015). Peningkatan Kemampuan Membaca Intensif Melalui Cooperative Learning Tipe STAD Kelas VI SDN 8 Padang Laweh. *Jurnal Prima Edukasi*, 3 (1) 97-107