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**IMPROVING ACTIVITIES AND LEARNING OUTCOMES OF
PROCEDURE TEXT LESSON USING COOPERATIVE LEARNING MODEL WITH
JIGSAW TECHNIQUE IN JUNIOR HIGH SCHOOL**

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Abstract

The purpose of this study are: 1) to find out what is learning model for Reading Comprehension in Procedure Text for class IX C students of Adiwerna 5 State Junior High School Semester I Academic Year 2017/2018; 2) to determine whether cooperative learning model with jigsaw technique can improve Reading Comprehension learning outcomes Material Text Procedure for class IX C students of Adiwerna 5 State Junior High School Semester I Academic Year 2017/2018. This research was conducted for six months from July 2017 to December 2017. July and August 2017 are used to prepare proposals and preparations, September 2017 is used to carry out research, October, November 2017 to collect and analyze data, December 2017 to compile reports and seminars. The subjects of this study were students of class IX C of Adiwerna 5 State Junior High School in Tegal Regency, totaling 34 students with details of 16 men and 18 women. Implemented in 2 cycles, to increase the activity and learning outcomes of Reading Comprehension material Procedure Text by using cooperative learning model with jigsaw technique. Each cycle includes four stages which include the planning, implementation, observation and reflection stages. Based on the analysis of the results of observations and assessments conducted by researchers, it can be concluded that: 1) the results of the study in the pre-cycle reached the percentage of student activity of 38.23% in the first cycle and continued in the second cycle reached the average percentage of student activity by 76.48% , means there is an increase of 38.25%; 2) Learning outcomes of Reading Comprehension in Procedure Text also increases. This can be known as the posttest 1 and posttest 2 values that have been measured by the researcher with the classical learning completeness indicator in the precycle is only 32.35% while in the first cycle it reaches 67.65% means there is an increase of 35.30%, and in cycle II it increased to 85.29%, meaning there was an increase of 17.64%.

Keywords: Learning Activities and Outcomes, Jigsaw Cooperative Learning Techniques

Introduction

Based on the RI Minister of National Education Regulation No. 22 of 2006, concerning Content Standards, one of the objectives of English language learning in SMP / MTs is so that students can develop the competence to communicate in oral and written forms to achieve functional literacy levels. Therefore, English language subjects are directed to develop four language skills, namely listening, speaking, reading and writing, so students are able to communicate in English both orally and in writing.

In the ability to read (reading) the material Procedure Text is one of the language competencies that are considered often a problem for students in the process of learning English. It is very interesting to be studied considering Reading Comprehension competence

material Procedure Text is influenced by vocabulary mastery, word meaning, and the ability to identify communicative goals, detailed information, explicit information and main ideas from the Procedure Text.

Empirical studies conducted by teachers as well as researchers through observations made in English learning Reading Comprehension Competence in the Text Procedure material using group discussion methods were still not maximal to improve learning activities carried out by students of class IX C of Adiwerna 5 State Junior High School of the First Semester of the Year 2017/2018 lesson. Observations on student activities in the study obtained data that out of 34 students in class IX C, four students were active (11.76%), ten students were quite active (29.41%), 11 students were less active (32.35%), and nine inactive students (26.47%).

These low learning activities affect student learning outcomes still below the Minimum Completeness Criteria (KKM). Analysis of Reading Comprehension Daily reviews results in material Text Procedure class IX C of Adiwerna 5 State Junior High School with English KKM on K.D. 5.3 is a value of 72 with the number of students 34 students obtained data that the total number of KKM 11 students (32.35%) and the unfinished 23 students (67.65%). The lowest score is 40, the highest score is 80, and the average score is 65.44, this is far from the expectations of researchers.

After reflection with colleagues, several causes were found which resulted in the problem of low student activity and learning outcomes. Among the causes of the problem are the following: 1) the selection of group discussion learning methods is still not able to improve the learning activities of all students. 2) the selection of methods applied by the teacher in giving assignments to group discussions cannot also encourage students to solve problems and practice exercises. Most students feel bored, and even some students complain that they are not confident in understanding the idea or idea and the contents of the reading. It invites questions and assumptions that the learning method is unsuccessful and tends to be ineffective.

Based on the above background, the problems raised in this study are: 1) whether the cooperative learning model with jigsaw technique can improve learning activity of Reading Comprehension in Text Procedure for class IX C students of Adiwerna 5 State Junior High School in the first semester of 2017/2018 Academic Year; 2) whether the cooperative learning model with jigsaw technique can improve Reading Comprehension learning outcomes material Text Procedure for class IX C students of Adiwerna 5 State Junior High School Semester I Academic Year 2017/2018?

The purpose of this action research is to increase the activity and learning outcomes of Reading Comprehension material Text Procedure material for class IX C students of Adiwerna 5 State Junior High School in the first semester of 2017/2018 Academic Year by using cooperative learning model with jigsaw technique.

The results of this study are expected to provide both theoretical and practical benefits. The theoretical benefits are: 1) developing an effective, efficient and fun learning model that can actively involve students in the process of learning English to improve learning outcomes in Reading Comprehension of Text Procedure; 2) help improve and improve the learning process; 3) assisting in the preparation of scientific works to be used as teacher/educator professional development and to improve the quality of teacher professionalism.

The practical benefits are: 1) improve the feeling of pleasure and active learning in Reading Comprehension of Procedure Text; 2) improve learning outcomes in Reading Comprehension of Procedure Text.

Research Method

This type of action research is classroom action research, with the object of research is an increase in activity and learning outcomes of Reading Comprehension material Procedure Text by using cooperative learning model with jigsaw technique for students of class IX C Adiwerna 5 State Junior High School in the first semester of 2017/2018 Academic Year.

The subjects of this action research were students of class IX C of Adiwerna 5 State Junior High School in Tegal Regency, totaling 34 students with details of 16 males and 18 females. Tegal. The study time starts from July to December 2017 for six months.

In this Classroom Action Research, to collect data, the researchers used three methods, namely: observation, test, and documentation methods.

Observation is used to collect data about student activities in learning in each research cycle. Observations are made during the learning process. Observation activities are carried out by researchers and colleagues or collaborators.

Before the action is taken by using the cooperative learning model with jigsaw technique, pre-cycle is carried out to determine the students' initial competencies. After that, the action of cycle I continued posttest 1 and cycle II continued posttest 2 to find out the competencies achieved.

Documentation is used to obtain data on the implementation of research activities including list of posttest scores, results of interviews with peers, and photographs of research activities.

Classroom Action Research Steps the researchers carried out consisted of 4 stages, namely Planning, Acting Observing, Reflecting. Classroom Action Research Steps, as follows. The activities carried out by the researcher in the planning stage in each of the research cycles include: 1) creating a Learning Implementation Plan or scenario; 2) compile observation sheets for student learning activities; 3) compile research instruments for planning, working and presenting discussions; 4) preparing the chart props needed for the Reading Comprehension learning process; 5) prepare a blank of daily notes which is used as a reflective material for learning in each cycle.

The implementation phase of the action, the activity carried out by the researcher focuses on problem-solving efforts that are to increase student activity and learning outcomes through learning that has been designed using cooperative learning model with jigsaw technique consisting of planning stages, the formation of origin groups and expert groups and conveying discussion results.

The activities carried out at the observation stage in this study are conducting observations of students' activities in learning in each research cycle. Observation activities are carried out simultaneously with the implementation of the learning process. The focus of observation is the activity of students in learning that uses cooperative learning model with jigsaw techniques.

Reflection stage is the final stage conducted by researchers in each class action research cycle. Reflection activities aim to obtain an overview and evaluation related to the advantages and disadvantages of the actions that have been carried out by the researcher. The strengths in Cycle I will be maintained, while the deficiencies encountered in Cycle I will be corrected in the next cycle by re-planning actions in the next cycle. The activity continued with Cycle II.

Results and Discussion

As an alternative problem solving for the low learning outcomes in learning reading, the efforts that have been done by the researcher in the Pre-cycle before the cooperative learning model with jigsaw technique has applied Cooperative Learning by using group discussion methods. However, this effort is still not enough to improve learning activities and

learning outcomes in the learning, as observations that have been done by researchers in learning Pre-cycle reading in class IX C Semester I 2017/2018 Academic Year.

Analysis of the results of observations on student activities in the Pre-Cycle learning obtained data such as the following table.

Table I
Results of Pre-Cycle Learning Activities

No	Activities	Percentage (%)	The Number of Students
1	Active	11,76	4
2	Fair	29,41	10
3	Poor	32,35	11
4	Not Active	26,47	9
	Total	100	34

The results of the Pre-Cycle learning observation as shown in the table above, obtained the learning activities of class IX C students with a total of 34, 4 active students (11.76%), 10 quite active students (29.41%), 11 less active students (32, 35%) and 8 students are not active (24%).

The low activity of students in learning has an impact on the low learning outcomes of Reading Comprehension. Analysis of the value of learning outcomes in Reading Comprehension of Procedure text obtained data as in the following table.

Table II
Completeness of Learning Outcomes in the Pre-Cycle

No.	Description	Result	Percentage
1	Lowest Score	40	
2	Highest Score	80	
3	Average Score	65,44	
4	Complete	11	32,35%
5	Not Complete	23	67,65%

According to the table above, it can be seen from the results of the learning test at the lowest value of the Pre-Cycle 40, the highest score of 80, the average score of 65.44 with KKM 72. While the completion of learning class IX English students obtained data that the classical completeness of the test results is 32.35% and those that have not complete 67.65%.

Student activity in learning Cycle I is obtained from the observations as shown in the table as follows:

Table III
Results of Learning Activities in Cycle I

No	Activities	Percentage (%)	The Number of Students
1	Active	41,18	14
2	Fair	26,47	9
3	Poor	23,53	8
4	Not Active	8,82	3
	Total	100	34

Based on the posttest Cycle I was carried out obtained learning outcomes as in the following table:

Table IV
Completeness of Post Test Cycle I Learning Outcomes

No	Description	Result	Percentage
1	Lowest Score	50	
2	Highest Score	90	
3	Average Score	74,12	
4	Complete	23	67,65%
5	Not Complete	11	32,35%

Student activities in Cycle II learning obtained observation results as shown in the following table:

Table V
Results of Student Learning Activities in Cycle II

No	Activities	Percentage	The Number of Students
1	Active	64,71	22
2	Fair	20,59	7
3	Poor	8,82	3
4	Not Active	5,88	2
	Total	100	34

Based on the posttest Cycle I was carried out obtained learning outcomes as in the following table:

Table VI
Completeness of Learning Outcomes in Cycle II

No	Description	Result	Percentage
1	Lowest Score	60	
2	Highest Score	90	
3	Average Score	78,24	
4	Complete	29	67,65%
5	Not Complete	5	32,35%

Conclusions and Suggestions

Conclusions

Reading Comprehension learning process material Text Procedure by applying cooperative learning model with jigsaw technique effective to improve student learning activities. This can be proven through the activities of students in Reading Comprehension material Text Procedures that tend to increase as the results of the study in the pre-cycle reached the percentage of student activity by 38.23% in the first cycle and continued in the second cycle reached the average percentage of student activity amounted to 76.48 %, means there is an increase of 38.25%;

Increasing student activity in learning also has implications for students' readiness and motivation to carry out Reading Comprehension learning activities on Procedure Text material, so that the learning outcomes obtained also increase. This can be known as post-test 1 and posttest 2 values that have been measured by the researcher with the classical learning completeness indicator in the precycle is only 32.35% while in the first cycle it reaches 67.65% meaning that there is an increase of 35.30%, and in cycle II it increased to 85.29%, meaning that there was an increase of 17.64%.

Suggestions

Other teachers need to apply the cooperative learning model with jigsaw technique as part of cooperative learning in learning reading comprehension because it is effective enough to improve learning activities and student learning outcomes.

Other teachers in implementing Jigsaw Cooperative Learning need to intensify guidance at the planning and implementation stages of core activities, especially at the

formation stage of origin groups and expert groups so that the learning process becomes alive and effective.

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