Improving the Ability of Analysis of Mirror Building Elements Through Cooperative Learning of *Jigsaw* Type Modeli Class Xi Students SMA Negeri 1 Tanjung Batu Ilir Ogan District

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Abstract

Based on the research findings, it can be concluded that there is an increase in the ability to analyze the elements of short story builders through the Jigsaw cooperative learning model in student's XI class of MIPA-1 Senior High School 1 at Tanjung Batu of Ogan Ilir Regency. In the action cycle 1, the value obtained was 2160 with an average of 67.50. Students who complete as many as 14 people with an average percentage of completeness of 43.75%. In cycle 2 there was an increase where the achievement of the results obtained a value of 2280 with an average of 71.25. Students who complete as many as 26 students with an average percentage of completeness of 81.25%. Then in the action cycle 3 has increased again where the results obtained are 2535 with an average of 79.22. Students who complete as many as 30 students with an average percentage of completeness of 93.75%.

Keywords: *Short Story, Jigsaw, Cooperative Learning*

INTRODUCTION

Literary work is a painting of life that can be found in society. This is inseparable from the creative process of a writer who generates ideas in the stories set forth in his writing . Apart from that, literature is also a world of unlimited imagination for every author. This imagination is closely related to social life, individuals, and psychological conditions.

In addition to providing entertainment for the audience, literary works also contain a lot of life values or moral messages that are presented indirectly by the author. Through literary works the author can provide learning for everyone, so it can be said that reading literature can enrich knowledge as well as get entertainment for readers . The work of s astra is a form of a person's ideas through views of the social environment around him using beautiful language .

One type of literary work is short stories. The short story is a short literary work that is fictional and tells about a problem experienced by the shop h in brief, starting from the introduction to the end of the problems experienced by the shop h . Even though the short story is just a short story, there is meaning and knowledge contained in the short story.

Like other literary works, short stories also have building blocks. The elements that make up a short story as suggested by [1] are intrinsic elements and extrinsic elements. The intrinsic element is the building block that exists in the literary work itself which includes: (1) plot, (2) theme, (3) characterization, (4) setting. Meanwhile, extrinsic elements are external factors that influence the narrative at the time of story creation, which is the author's subjectivity state regarding the attitudes, beliefs and views of life that underlie the birth of the literary work.

During this time researchers in delivering learning materials to analyze the elements of the builders of short stories using the lecture method and pe n ugasan . Such learning conditions lead to less creating a pleasant atmosphere for students to learn, making

students less enthusiastic in learning so that the learning process given is less active, less creative and unpleasant.

The results obtained in the learning to analyze the elements of short story builder for XI grade students at SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency only obtained an average score of 6 6 students . Referring to the KKM in SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency is 70. This means that the ability to analyze the elements of short story builders in class XI students of SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency has not achieved the expected success. In order for an increase in the ability to analyze the elements of short story builders in class XI SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency, it is necessary to have an attractive learning model for students.

S ne of the learning model selected researchers is cooperative learning model *Jigsaw* . This type of *Jigsaw* cooperative learning model is expected to improve the ability to analyze the elements of short story builders in class XI students of SMA Negeri 1 T anjung Batu, Ogan Ilir Regency .

There are several advantages of the *jigsaw* type of cooperative learning model, including those stated by [2] the advantages of the jigsaw type of cooperative learning are as follows:

1. Students are taught how to work together in groups;
2. Weak students can be helped in solving problems;
3. Apply peer guidance;
4. A higher sense of student self-esteem;
5. Improve attendance;
6. Acceptance of individual differences is greater;
7. Less apathy;
8. Deeper understanding of the material;
9. Increase motivation to learn;
10. In the teaching and learning process students are positive interdependence;
11. Each student member has the right to be an expert in the group;
12. Can provide opportunities for students to work with other groups;
13. Each student complements each other.

Based on the description above , the research with the title, "Increasing the Ability to Analyze the Elements of a Short Story Through the *Jigsaw* Type Cooperative Learning Model in Class XI Students of SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency." needs to be researched.

RESEARCH PROCEDURE

According [3]. the procedure each cycle consists of four phases: planning (*planning*), (2) the action (*action*), (3) observation (*observing*), (4), reflection (*reflecting*). The research operational steps include the preparation stage, the planning stage, the action stage, the observation stage, and the reflection stage. This research was conducted in two cycles with a guideline for indicators of success and if it is not fulfilled, then corrective steps will be taken in the next cycle.

RESEARCH RESULTS AND DISCUSSION

Based on the results of the research findings it can be explained that the increase in the ability to analyze the elements of short story builders through the *Jigsaw* cooperative learning model in class XI MIPA-1 students of SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency in each cycle, the results obtained in the action cycle 1 value obtained by 2160 with an average of 67.50. Students who complete as many as 14 people with an average percentage of completeness of 43.75%. In cycle 2 there was an increase where the achievement of the results obtained a value of 2280 with an average of 71.25. Students who completed were 26 students with an average percentage of completeness of 81.25%. Then in the action cycle 3 has increased again where the results obtained are 2535 with an

average of 79.22. Students who complete as many as 30 students with an average percentage of completeness of 93.75%.

Based on the supporting theories in this study, Priyatni (2010: 126) explains that short stories are a form of fiction. The short story, as the name implies, shows a short nature, both the events that are revealed, the content of the story, the number of actors, and the number of words used. This comparison is associated with other forms of prose, such as novels. Furthermore, according to that as the name implies, short stories can be interpreted as stories in the form of short prose, the short size here is relative.

According to [4], etymologically a short story is basically a work of fiction, or "something that is constructed, discovered, made or made up". This means that the short story is inseparable from real facts or events. The short story is made based on the fact that is added with the author's ideas or fantasies so that the short story does not come purely from reality or reality.

Learning is a process that is deliberately designed to create learning activities in individuals. In other words, learning is something that is external in nature and is deliberately designed to support the internal learning process within the individual.

Learning is teaching students using educational principles and learning theories which are the main determinants of educational success. Learning is a two-way communication process, teaching is carried out by the teacher as educator, and learning is the student [5]

In UUSPN No. 20 of 2003 (in Indrawati, 2014: 62), argued. Learning is the process of interaction between students and educators and learning resources in a learning environment. Learning as a learning process that is built by the teacher to develop creative thinking that can improve students' thinking skills, and can increase the ability to construct new knowledge as an effort to increase good mastery of subject matter.

The success of the learning process cannot be separated from the ability of the teacher to develop learning models that are oriented towards increasing the intensity of student involvement effectively in the learning process. explains: "The learning model is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently". [6]explains that the teaching model in the teaching and learning process is a way or pattern of teachers in delivering lessons to students using learning methods, such as giving assignments, experiments, projects, inquiry, discussion, cooperation, or investigation.

states, "The learning model includes the factors of choosing the learning design, teaching materials or materials, determining the material, the presentation method, and the

evaluation method based on a particular system, and the goal is to achieve the expected learning goals." According to [7], the learning model is a whole series of activities that include approaches in the teaching-learning process or the methods used by teachers to deliver subject matter to students and the selection of learning methods. Each learning model has advantages and disadvantages from one another. There is no single learning model in teaching and learning activities that is considered effective for all situations in the teaching and learning process. A model is right for one situation, but not for another. Often occurs in the teaching and learning process using various models or several models in variations. Can also only use one model for a particular learning material. This depends on considerations based on relevant teaching-learning situations, in accordance with the material and learning objectives to be achieved .

learning technique in which students, not teachers, have greater responsibility in carrying out learning. This approach model includes small groups of students who work together as a team to solve problems, complete a task or complete a common goal. In this *jigsaw* type learning , each student becomes a member of 2 groups, namely members of the home group and members of the expert group. The members of the home group consist of 4-6 students, each member is given a number 1-5. The same number in the home group gathers in a group called the expert group.

This *jigsaw* learning model students have many opportunities to express opinions, and manage information obtained and can improve communication skills, group members are responsible for the success of their group and the completeness of the part of the material being studied, and can convey to the group. That the *Jigsaw* type of cooperative learning is a type of cooperative learning consisting of several members in one group who are responsible for mastering part of the learning material and are able to teach the material to others in the group. In this technique, students can work together with other students and have more responsibility and have more opportunities to process the information they get and improve their communication and social skills.

This kind of learning model must be optimized because it can improve students' creative abilities and of course increase student achievement. In addition, this learning can also improve student communication because they dare to convey what they have got to other groups and their own groups, so that students who are less confident in conveying can be trained to be more courageous by learning this model [8]

According to learning model *j igsaw* is one type of cooperative learning where learning through the use of small groups of students work together to maximize the learning conditions to achieve the purpose of learning and gaining experience maximum learning, good experience of individual and group experiences . In this Jigsaw type learning, each student becomes a member of 2 groups, namely members of the home group and members of the expert group. Members of the home group consist of 4 - 6 students, each member given a head number 1-5. The same number of heads in the original group assembled in a group called the expert group.

explains that the *jigsaw* learning model has advantages and disadvantages. The advantages and disadvantages of the *jigsaw* learning model are: (1) The strength is that the teacher acts as a companion, helper, and directs students in studying material to the expert group in charge of explaining the material to their friends. Equitable mastery of the material can be achieved in a shorter time. This method can train students to be more active in speaking and arguing. (2) Weaknesses, the division of groups that is not *heterogeneous* , it is possible for groups with all weak members. The assignment of group members to become experts often does not match the abilities and competencies that must be learned. Active students will dominate the discussion more, and tend to control the course of the discussion. Students who have the ability to read and think low will have difficulty explaining the material when they are experts so that mistakes may occur (*misconceptions*).

[8] explains that the advantages of the *jigsaw* cooperative learning model are: (1) being able to develop cooperative behavior; (2) establish / strengthen better relationships between students; (3) can develop students' academic abilities; (4) students learn more from their peers in cooperative learning than teachers.

Several relevant research studies have also strengthened this research study, including research conducted by [9] with the title the ability to analyze the intrinsic elements of short stories for class X students of SMA Negeri 1 Bajeng, Gowa Regency. The results of his research show that the ability to analyze the intrinsic elements of the short story "Tak Bisa Pulang" for class X SMA Negeri 1 Bajeng, Gowa Regency is inadequate and the level of ability to analyze the intrinsic elements of the short story "Tak Bisa Pulang" is for class X SMA Negeri 1 Bajeng Kabupaten Gowa Bajeng, Gowa Regency is categorized as low. Research conducted by Fadma can be said to have similarities and differences with current research, namely both researching the analysis of the building blocks of short stories. The difference is that Padma conducts research in class X SMA Negeri 1 Bajeng, while research is now conducting research in class XI-MIPA [1] SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency.

Another study that discusses the ability to determine the intrinsic elements of folklore conducted by [10] with the title of the ability to determine the intrinsic elements of the short story "Sang Primadona" by A. Mustofa Bisri, a class XI IPA student of SMA Negeri 21 Makassar. The results of his research indicate that the ability to analyze the intrinsic

elements of the short story "Sang Primadona" by A. Mustofa Bisri, a class XI IPA student of SMA Negeri 21 Makassar is categorized as capable. Research conducted by Fitriani can be said to have similarities and differences with current research, namely both researching the analysis of short story elements. The difference is that Fitriani conducted research in class XI IPA at SMA Negeri 21 Makassar, while the current research conducted research in class XI-MIPA [1] SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency.

Another study that examines the ability of the intrinsic elements of short stories as done by [11] with the title of increasing the ability to identify the intrinsic elements of short stories through the *analysis response* model *of* class XI IPA-2 students of SMA Negeri 1 Cendana, Enrekang Regency. The results of this study in the first cycle and the following cycle concluded that learning to identify intrinsic elements in class XI IPA 2 SMA Negeri 1 Cendana, Enrekang Regency through response analysis models can improve the ability in the learning process and learning outcomes identify intrinsic short story elements . Research conducted by Syaidah can be said to have similarities and differences with current research, [12] namely both researching the analysis of short story elements. The difference is that Syaidah conducted research on class XI IPA-2 students of SMA Negeri 1 Cendana, Enrekang Regency , while the current research conducted research on students in class XI-MIPA [1] SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency.

CONCLUTION

Based on the research findings, it can be concluded that there is an increase in the ability to analyze the elements of short story builders through the *Jigsaw* cooperative learning model in class XI MIPA-1 students of SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency. In the action cycle 1, increasing the ability to analyze the elements of short story builders through the *Jigsaw* cooperative learning model in class XI MIPA-1 students of SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency , it is known that the results achieved by students have not yet reached the set KKM. Then in cycle 2 there was an increase in analyzing the elements of short story builders through the *Jigsaw* cooperative learning model in class XI MIPA-1 SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency from the action cycle 1, but the results achieved did not show the completeness of the expected achievement. Furthermore, in cycle 3 there was an increase in the ability to analyze the elements of short story builders through the *Jigsaw* cooperative learning model in class XI MIPA-1 SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency and the results achieved had met the students' learning completeness, so the researchers did not continue the research. , because the ability to analyze the elements of short story builders through the *Jigsaw* cooperative learning model in class XI MIPA-1 SMA Negeri 1 Tanjung Batu, Ogan Ilir Regency, has reached the predetermined KKM.

Suggestion

Based on the conclusions and implications stated above, the researcher provides suggestions related to this research, namely as follows.
1. For teachers, they should be able to collaborate with the *jigsaw* cooperative learning model with other cooperative learning models, so that students are more interested in the learning delivered.
2. For students, be students who are confident and able to socialize in groups, because it can help solve problems if they don't understand the learning material.
3. For other researchers, it should be used as a reference in using the *jigsaw-* type cooperative learning model to carry out further research on different topics.

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