

Improving the Quality of Learning in Identifying the Intrinsic Elements of the Short Story by Implementing Jigsaw Technique for the Ninth Grade Students of Junior High School in Indonesia

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¹ Improving the Quality of Learning in Identifying the Intrinsic Elements of the Short Story by Implementing Jigsaw Technique for the Ninth Grade Students of Junior High School in Indonesia

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¹ Abstract:

Background: The necessity of understanding the theory of language and literature is expected to achieve the growth of producing some valuable works of language literary in this millennium era. Particularly in Indonesia, the need of learning Indonesian literature is not only aimed at improving the quality of the language competences but also constructing meaning in more critical way. This purpose may open the window of knowledge on how people may have different perspectives in maintaining their quality of behavior and the sense of critical thinking. Thus, there must be some techniques implemented to maintain this purpose as the learning objective. One of some beneficial technique that can be used is Jigsaw technique. This technique is claimed as cooperative learning that can advocate the students with the materials being learnt by working cooperatively with another student to achieve the teaching goal. Therefore, this present study was conducted to research on improving the students' quality of learning in identifying the intrinsic elements of the short story by using Jigsaw technique.

Materials and Methods: In this present study, the researcher used a classroom action research as the research design. The researcher conducted the research in three cycles. The participants of the study were the ninth grade students of Junior High School. In further, the treatments were conducted by asking the students to analyze the intrinsic elements of a short story. The data was collected by employing observation and students' performance. To analyze the data, the researcher used descriptive analysis on the students' improvement result from the three cycles.

Results: The result of this present study showed that there was a significant improvement on the students' learning quality in two learning domains: cognitive and psychomotor. The quality of learning indicated that the students were able to identify the intrinsic elements of the stories. The result of each cycle can be described as follows: 74.4, 80.36, and 95.9.

Conclusion: It can be concluded that the students were able to identify the intrinsic elements of a short story when they were actively involved in critical thinking activity. The jigsaw technique is highly contributed to help the students think more critically and creatively.

Key Word: Classroom action research; Intrinsic elements; Short story; Jigsaw technique; Junior high school.

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¹ I. Introduction

Recently, the study of language and literature is highly expected to help the production of more valuable literary works particularly in Indonesia. The teaching of Indonesian language is mostly directed to improve the language competences of the language users, to trigger the students in maintaining a critical thinking and to help opening the window of knowledge. Hence, the purpose of teaching Indonesian language must be represented in more effective and efficient way to introduce the language for all the education level. In further, this aim has already conceptualized in the Curriculum of 2013.

The learning outcomes can be achieved when the learning process was held by following the guidance of the syllabus and in further, it must be explained more in the lesson plan for the practical teaching. Thus, the teacher and the students must pay attention to the goal of teaching and learning. In order to achieve the goal, the teacher is suggested to implement some techniques in the classroom. One of some techniques is Jigsaw technique. This technique is classified as cooperative learning in which the learning process is held by asking to the students to study in group (Lie in Rusman, 2011:218). By working cooperatively, the students can share their knowledge and transform the information into their new insight. Another expert also stated that Jigsaw

technique is a technique that invites the students to study in group by the aim at understanding one specific issue for helping another student in another group to have the same knowledge. One student may have the chance to transform the information to others by explaining them about what he/she already discussed in the earlier group. Thus, this technique is very beneficial to help the students develop their quality in learning especially in their cognitive aspect and social aspect (Amin, 2017:2). In line with the previous definition of Jigsaw technique, another expert also claimed that Jigsaw technique is a technique that builds the students' responsibility by actively participating in social interaction (Wardana, 2015:2). Moreover, Jigsaw technique is also known as technique that consists of two basic requirements: students' individual participation and group work (Parker, 2003). By implementing some activities in Jigsaw technique, the students are required to acquire the information by doing the task in group. Each student will construct their own information when they get one special issue and share the information to others to have more feedback. Each student has the same responsibility to make the other students understand about the task. Hence, the use of Jigsaw technique can be acknowledged as a Jigsaw Puzzle that requires the students to complete the information by sharing and acquiring (Brophy in Mulyaningsih, 2007:37). At the end, this technique will also affect to the students' responsibility in accomplishing the task (State, 2007).

Jigsaw technique is verily recommended to be implemented by the teacher to invite the students learn actively since it requires the students to have personal responsibility. In this present study, the researcher used Jigsaw technique to help the students analyze the intrinsic elements in a short story. A short story is described as a literary work that represents some intrinsic elements, such as: character, plot, theme, and insight towards the story. According to Suyanto (2012:46), short story can be explained as a form of shorten prose. The length of the story is relative depends on how long the reader may accomplish reading the story. Mostly, a short story can be read only at once sitting or less than an hour (Poe in Suyanto, 2012:46). Moreover, a short story can be classified as a fiction since it mostly tells the reader about the life of a special character. However, a short story demands the reader to dig the value within the story that beyond the written story itself. It is believed that the value within the story is built up by considering the intrinsic elements of the story.

There are some efforts that can be done by the teacher to help the students understanding the story especially in analyzing the intrinsic elements of the story. The efforts are very beneficial as long as the student can think, feel, and understand the story in whole parts. Therefore, analyzing the intrinsic elements of the story is the first phase for the students to engage with the story itself. However, according to the data gathered by the researcher, there is a number of students who cannot understand on how to analyze the intrinsic elements of the short story. Thus, the students are not able to engage with the story completely. It can be seen from the students' result that had not achieved the standard value of teaching that is 77 of 100. The average score of the students is in the range of 60-68. In further, there are some factors that may influence to the students' ability in identifying the intrinsic elements of the story, such as: (1) the students were lack of practice to identify the intrinsic elements of the short story since they were only taught to know the definition of each element (2) the students were not interested to read the short story (3) the students were not actively participating during the learning process (4) the students were being taught by using ineffective teaching method that could not help them engaging to the learning materials.

Based on the problems mentioned above, the researcher decided to conduct the research that aimed at solving the problems occurred during the learning process and fostering the quality of learning especially for improving the students' ability in identifying the intrinsic elements of the short story. In this present study, the researcher implemented one of some beneficial teaching techniques that is Jigsaw technique. This technique is classified as cooperative learning. Since it demands the students to learn cooperatively, the students must help themselves to have a good social interaction in a group. By following the steps of Jigsaw technique, the students are expected to have a significant improvement in identifying the intrinsic elements of the short story.

Numerous studies have been conducted to research on the effectiveness of Jigsaw technique in teaching. A study conducted by Wardana (2015) reported that there was any improvement on students' speaking ability by implementing Jigsaw technique. In line with Juliana (2015), the study showed that Jigsaw technique could be used to improve the students' reading ability in identifying the intrinsic elements of a novel. Another study also reported that Jigsaw technique was very beneficial to help the students learn actively in the classroom, the students were being confident of themselves during the learning process and the students were able to identify the intrinsic elements of a legend or fable (Sulastri, 2010).

According to the explanation above, the researcher conducted the research to improve the quality of learning in identifying the intrinsic elements of the short story by implementing Jigsaw technique for the ninth grade students of Junior High School.

II. Material and Methods

This present study employed a classroom action research design (CAR). According to Sarwono in Munaris (2012:11), classroom action research is the research that focuses on solving the problems in the classroom and improving the quality of teaching-learning in the classroom. Tampubolon (2014:19) stated that classroom action research is the research that can be done collaboratively between the researcher and a collaborator to improve the teacher's performance in teaching and increase the students' learning outcomes. Another expert also claimed that a classroom action research is the research conducted by the teacher to solve some problems occurred during the learning process. The teacher must follow the steps of doing the research in three phases: (1) planning (2) acting (3) reflecting Dwitagama (2010:9). Arikunto (2011:2) defined that classroom action research is designed by observing the process of teaching-learning in the classroom. The researcher may ask the role of a collaborator (classroom teacher) to work collaboratively in doing the research. In every cycle, the researcher and the collaborator must discuss the steps of the research. At the very first phase, the researcher may consult with the collaborator to plan the research procedures. Then, the researcher and the collaborator conduct the steps in the treatment. Finally, after collecting the data, the teacher and the collaborator must evaluate the students' learning outcomes and decide the decision of making the next cycle as a reflection.

The researcher gathered the data by using observation. The observation was held to observe the students' behavior during the learning process and the students' performance in identifying the intrinsic elements of the short story. In further, the data was analyzed descriptively. The researcher also employed some short stories as the learning materials. After reading the short story, the students were asked by the teacher to identify the intrinsic elements of the short story. The procedures are: the students make a group called as the expert group. This group may consist of 3-5 students each group. In the group, the students discussed about the topic deeper. Then, each student moved to the group that has not been discussed yet. The sample of the study were the ninth grade students of Muhammadiyah 1 Gadingrejo Junior High School.

There are some procedures in conducting the research: (1) planning, (2) acting, (3) observing and (4) reflecting. The research was held by conducting some cycles. The cycle was stopped if the goal of the research was already achieved, that is the students were able to accomplish the learning indicator successfully by the score >77 of 100.

III. Result and Discussion

The study was conducted in three cycles. The first cycle was conducted in October, 22nd 2019. Then, the second cycle was held in October, 29th 2019. Finally, the third cycle was done in November, 05th 2019. The result of the research can be described as follows:

1. Cycle I

a. Planning

The evaluation for the teacher's preparation before entering the classroom was good. The teacher has already prepared the syllabus and the lesson plan that consisted of learning objectives, basic competence, indicator of success, learning material, learning source, media, method of teaching, teaching activities, and evaluation. However, there was still a little detail that must be revised to have a clear cut of teaching-learning preparation.

In this cycle, the researcher and the collaborators has already observed the teacher's lesson plan before implementing the Jigsaw technique in the classroom. The result showed that the teacher's lesson plan was good in the average score of 74.51.

b. Acting

The evaluation for the implementation of Jigsaw technique done by the teacher was good. The researcher found that the students' learning result before the treatment was 66.25. Then, after doing the treatment, the students' learning result was improved in the average score of 75 from two collaborators. This meant that the improvement hit 8.75%.

Based on the observation of the researcher and the collaborators during the teaching-learning process, it could be seen that there were some corrections toward the teacher's performance.

- The teacher had less management of the classroom. Since it was teacher-centered learning, the teacher did not pay much attention towards students' activities.
- The teacher was not communicative. Thus, the students were not able to have a better interaction with the teacher.
- The teacher's feedback for the students was less. Thus, the students could not correct themselves during the learning process.
- The teacher was not able to attract the students' attention.
- The teacher did not treat the students efficiently.

c. Observing

According to the students' performance result in identifying the intrinsic elements of the short story, it can be concluded that the improvement of students' learning in the Cycle I was quite good. Each indicator was explained, as follows:

- Indicator of theme has improved 5%.
- Indicator of character and characterization have improved 32.5%.
- Indicator of setting has improved 0.84%.
- Indicator of plot has improved 5.83%.
- Indicator of point of view has improved 14.18%.
- Indicator of figurative language has improved 16.67%.

Meanwhile, in the observation of students' activities during the learning process, the average score of the students was 61 or 67.77% in the expert group and the average score of 43 or 47.77% in the group work report. However, the improvement of the students' learning result in identifying the intrinsic elements of the story by implementing Jigsaw technique did not achieve the criteria of success yet, that is, the students' score is more than 77 of 100. Thus, as the reflection, the researcher and the collaborators decided to continue the research in the next cycle (Cycle II).

2. Cycle II

a. Planning

According to the observation of the researcher and the collaborators toward the teacher's lesson plan, it can be concluded that there was a significant improvement in the quality of writing the lesson plan done by the teacher. Comparing the result from the Cycle I, the improvement was 9.13% with the average score of 74.51 in the Cycle I and 83.65 in the Cycle II.

b. Acting

The implementation of Jigsaw technique to identify the intrinsic elements of the short story among the ninth grade students of Junior High School was improved significantly in the Cycle II. The average score of the students' learning result hit the score of 82.91 in the Cycle II. Comparing with the score 75 in the Cycle I, the score in the Cycle II was improved 7.91%.

c. Observing

Based on the students' result in the Cycle II, the highest score was 92 and the lowest score was 71. Most of the students have passed the criteria of learning that required them to get the score more than 77. There were 18 students or 60% who already passed the criteria and 12 students or 40% who did not pass the criteria yet. The average score of students' learning result in identifying the intrinsic elements of the short story in the Cycle II was improved 9.55% from the students' result in the Cycle I. It can be concluded that the students' ability in identifying the intrinsic elements of Jigsaw technique has already improved.

Meanwhile, in the group activities' observation, the researcher found the average score of students' result in the expert group was 64 or 71.11%. Then, in the group work report, the average score was only 56 or 62.22%. The average score of students' learning activities in identifying the intrinsic elements of the short story in the Cycle II was improved 9.55% from the students' learning activities in the Cycle I. However, there was still 40% of students who still needed to improve their score. Thus, the researcher and the collaborators decided to continue the research to next cycle (Cycle III).

3. Cycle III

a. Planning

In this cycle, the researcher and the collaborators observed the quality of the teacher in writing the lesson plan. The result showed that the teacher has already improved her/his quality in writing the lesson plan with the significant improvement of the value 94.71. The teacher has fulfilled the lesson plan with the indicators appropriately. The table below showed the improvement of the teacher's quality result in writing the lesson plan from the Cycle I-Cycle III.

Table no 1: The result of teacher's planning in writing the lesson plan

No.	Phase	Average Score
1	Before the treatment	70.67
2	Cycle I	74.51
3	Cycle II	83.65
4	Cycle III	94.71

From the table above, it can be seen that in the phase of the research before doing the treatment, the researcher and the collaborators found the average score of the planning stage was 70.67. Then, in the Cycle I, the average score of the planning stage was improved, that is, 74.51. The improvement also occurred in the next

cycle, Cycle II, that hit the average score of 83.65. Finally, in Cycle III, the significant improvement was found with the average score of 94.71.

b. Acting

The evaluation for this cycle in the acting phase was improved significantly that was 94.58 of the students' learning result in identifying the intrinsic elements of the short story. The students were able to pass the indicator of learning successfully. Thus, the table can be described the students' result as follows:

1
Table no 2: The result of students' learning in identifying the intrinsic elements of the short story

No.	Phase	Average Score
1	Before the treatment	66.25
2	Cycle I	75
3	Cycle II	82.91
4	Cycle III	94.58

1
According to the table, the average score of the students' result in identifying the intrinsic elements of the short story in the phase of before doing the treatment was 66.25. The result has already improved in the Cycle I that hit the average score of 75. Then, in the Cycle II, the average score was also improved in the score of 82.91. Finally, there was a significantly improvement of the students' learning result in the Cycle III with the average score of 94.58.

In addition, the average score of students' activities was also improved significantly, that is, 77.33. Here is the table of the students' improvement in their learning activities:

3
Table no 3: The result of students' learning activities

No.	Phase	Average Score
1	Cycle I	57.11
2	Cycle II	66.66
3	Cycle III	77.33

4
The table provided above described that the result of the students' learning activities was improved. In the Cycle I, the average score of the students' learning activities was 57.11. This score was categorized as the lowest score since the students' were not able to engage with the learning effectively. Then, in the Cycle II, there was any improvement of the students' quality in their learning activities with the average score of 66.66. The score was much better than the score in the Cycle I. At last, the Cycle III has already confirmed that there was any significantly improvement of the students' quality in their learning activities that hit the average score of 77.33.

1
In the case of fulfilling the indicators of learning in identifying the intrinsic elements of the short story, it can be further described the improvement of each aspect as follows:

1
Table no 4: The improvement of the indicators in identifying the intrinsic elements of the short story

No.	Indicator	Before the treatment	Cycle I	Cycle II	Cycle III
1	Theme	51.66	56.66	73.33	80
2	Character and Characterization	54.16	86.66	90	96.66
3	Setting	71.66	72.50	72.50	88.33
4	Plot	72.50	78.33	86.66	93.33
5	Point of view	70.83	85	86.66	93.33
6	Figurative Language	53.33	70	71.66	74.16

1
From the table above, it can be concluded that the implementation of Jigsaw technique to teach the students in identifying the intrinsic elements of the short story was improved. The most improvement occurs in the indicator of identifying the character and characterization. The average score was 54.16 in the phase of before doing the treatment and the average score of 96.66 in the last cycle (Cycle III). Another indicator that improved better was the indicator of point of view with the average score of 70.83 in the phase before doing the treatment and the average score of 93.33 in the Cycle III.

In the third position, the indicator of theme was also improved from the average score of 51.66 in the phase before doing the treatment and the average score of 80 in the Cycle III. In addition, the indicator of figurative language and plot were the indicators that improved better in the fourth position. The indicator of figurative language was in the average score of 53.33 at the phase before doing the treatment and 74.16 at the phase of the Cycle III. Meanwhile, the indicator of plot had the average score of 72.50 at the phase before doing the treatment and 93.33 at the phase of the Cycle III. The last indicator that also improved was the indicator of

setting. The average score in the phase before doing the treatment was 71.66 and the average score in the Cycle III was 88.33.

IV. Conclusion and Recommendation

According to the results provided in this study, the researcher highlighted some points as the conclusion, as follows:

1. There was a significant improvement of the student' ability in identifying the intrinsic elements of the short story. The improvement can be seen from the students' score in the Cycle I-Cycle II-Cycle III. In the pretest score before doing the treatment, the average score of the students is 70.67. Then, in the Cycle I, some students got the score >77 with the average score 74.51. In the Cycle II, the average score was significantly improved in the value of 83.65. Finally, in the Cycle III, most of students achieved the score more than >77 and the average score was 94.71.
2. The implementation of Jigsaw technique in the teaching of identifying the intrinsic elements of the short story is very effective. The students were eager to learn and they actively participated in the learning process.
3. Not only improving the students' learning outcomes, the implementation of Jigsaw technique also improved the quality of learning.

However, this present study still needs the further research on the factors affecting to the students' achievement. There must be another factors that influence to the students' quality of learning.

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