IMPLEMENTATION OF JIGSAW MODEL VISITING OUT OF CLASS IN IMPROVING STUDENTS' LEARNING OUTCOMES OF WRITING DESCRIPTIVE

(A STUDY AT THE VIII.1 STUDENTS OF SMP NEGERI 4 PADANGSIDIMPUAN

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Abstract*: This Classroom Action Research was motivated by the low learning outcomes of Writing Descriptive Objects in Class VIII.1 Students of SMP Negeri 4 Padangsidimpuan, which was improved by the Application of the Jigsaw Model Visiting Out of Class. The formulation of the problem in this research is "How Can the Application of the Jigsaw Model Visiting Out of Class Improve Learning Outcomes in Writing Descriptions of English Objects in Class VIII.1 of SMP Negeri 4 Padangsidimpuan"? The purpose of this study was to improve the learning outcomes of writing English object descriptions through the application of the jigsaw model for visiting outside the classroom in class VIII.1 of SMP Negeri 4 Padangsidimpuan. The expected benefits in this study are (1). For students to improve learning outcomes and create a new atmosphere in the learning process that is fun. (2). For teachers it can be an additional reference for learning models that can be tried out in their respective schools, as an effort to get it easier to write descriptions of simple objects in carrying out English learning. Each cycle goes through the stages of planning, implementation/action, observation and reflection. The research subjects were class VIII -1 students of SMP Negeri 4 Padangsidimpuan in the odd semester of 2019/2020 with a total of 23 students consisting of 10 male students and 13 female students. The final results of this study indicate that the application of the jigsaw model visiting outside the classroom improves learning outcomes in writing descriptions of objects.*

Keywords*:Jjigsaw Model,Students Learning Outcomes, Descriptive*

Abstract: *Penelitian Tindakan Kelas ini dilatarbelakangi oleh rendahnya hasil belajar Menulis Deskriptif Benda pada Siswa Kelas VIII.1 SMP Negeri 4 Padangsidimpuan yang ditingkatkan dengan Penerapan Model Jigsaw Visiting Out of Class. Rumusan masalah dalam penelitian ini adalah "Bagaimana Penerapan Model Jigsaw Visiting Out of Class dapat Meningkatkan Hasil Belajar Menulis Deskripsi Objek Bahasa Inggris di Kelas VIII.1 SMP Negeri 4 Padangsidimpuan"? Tujuan dari penelitian ini adalah untuk meningkatkan hasil belajar menulis deskripsi benda bahasa Inggris melalui penerapan model jigsaw untuk berkunjung ke luar kelas di kelas VIII.1 SMP Negeri 4 Padangsidimpuan. Manfaat yang diharapkan dalam penelitian ini adalah (1). Bagi siswa untuk meningkatkan hasil belajar dan menciptakan suasana baru dalam proses pembelajaran yang menyenangkan. (2). Bagi guru dapat menjadi referensi tambahan model pembelajaran yang dapat dicoba di sekolah masing-masing, sebagai upaya untuk memudahkan dalam menulis deskripsi benda-benda sederhana dalam melaksanakan pembelajaran bahasa Inggris. Setiap siklus melalui tahapan perencanaan, pelaksanaan/tindakan, observasi dan refleksi. Subyek penelitian adalah siswa kelas VIII-1 SMP Negeri 4 Padangsidimpuan semester ganjil tahun ajaran 2019/2020 dengan jumlah 23 siswa yang terdiri dari 10 siswa laki-laki dan 13 siswa perempuan. Hasil akhir penelitian ini menunjukkan bahwa penerapan model jigsaw berkunjung ke luar kelas meningkatkan hasil belajar menulis deskripsi benda.*
Kata kunci : *Model Jigsaw, Hasil Belajar, Siswa, Deskriptif*

I. INTRODUCTION

Curriculum changes from time to time are clear evidence of the government's hard work to improve the quality of education in Indonesia. However, it cannot be denied that here and there are still deficiencies that greatly affect the quality of education. Because the success of educational programs that can affect the improvement of the quality of education is not only determined by changes or renewal of the curriculum, but many influencing factors. These factors include the availability of facilities and infrastructure, principals who have open leadership, administrative staff who can work together, students who have high motivation to participate in the learning process, availability of funds, an environment that supports the learning process at school. Equally important are the teaching staff (teachers) who have high abilities in designing the learning process, choosing the right learning method as well as learning English at SMPN 4 Padangsidimpuan, both teachers and students experience many problems in learning descriptive writing. The learning so far that the author has done in describing objects is always held in a room using pictures contained in student books, sometimes using pictures in the form of photos, coupled with the assumption that learning English is very difficult and it is not uncommon to hear that learning English is very boring and unattractive, and consider it less important so that the results obtained by students after being evaluated are low and this becomes material for the author's thoughts to look for alternative learning models whose ultimate goal is to improve student learning outcomes, especially in English subjects and can overcome student boredom.

One way to solve this problem, teachers are required to be able to choose a more varied learning model that is adapted to the conditions of students. The author tries to modify one of the learning models, namely the jigsaw model which is usually carried out in the classroom, the author designs a jigsaw model to be implemented outside the classroom, namely visiting a place to directly describe the original object with a specified time setting. From the jigsaw model, it is hoped that each member of the group will have the same sense of responsibility. Because each group member will be responsible for providing information to their group members so that each group member has the same perception of writing simple descriptions of objects and most importantly they get a different learning experience than usual and can create a fun atmosphere.

Based on the description above, the writer is interested in conducting research. The application of the jigsaw model is to visit outside the classroom as an effort to improve learning outcomes in writing English descriptive texts in class VIII - 1 of SMP Negeri 4 Padangsidimpuan.

A. Definition of Jigsaw

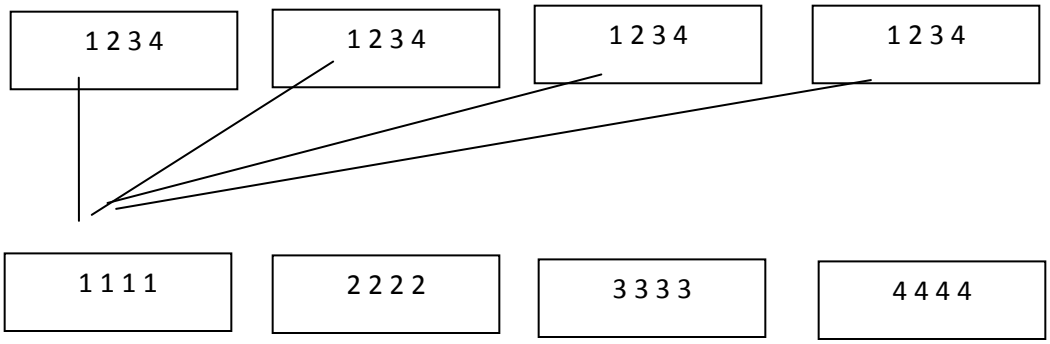
Students in one class are divided into several groups whose members consist of 5 or 6 students with heterogeneous characteristics. Academic material (subject matter) in learning with the jigsaw technique presented in text form and each student is responsible for learning a part of the academic material. Members of different groups have the responsibility to study the same academic material, then gather to help each other to study certain parts of the material. Such a group of students is called an expert group (expert group), then the students who are in the

expert group return to the original group (home team) to transfer their expertise material to other members regarding the material that has been studied together in expert form. After holding meetings and discussions in home teams. The students are evaluated individually regarding the subject matter that has been studied with group awards (process evaluation).

The illustration of the application of the jigsaw model in this study is shown in the following chart:

Origin Group

(4 heterogeneous group grouped)



(Each expert group has one member from the original team)

Chart 2.1 Illustration of the Application of the Jigsaw Technique Adapted from Ibrahim, (2000:22)

B. Purpose of descriptive text

Basically the purpose of descriptive text is to provide information. The contextual factor/social context of this type of text is a gift/description of a particular animal or human object (a certain object, our pets or humans we know well). The medium used for written descriptive texts is encyclopedias, scientific magazines, textbooks and historical texts.

The generic structure of descriptive text is as follows:

- Classification or definition
- Description of features in order of importance

Vocabulary that is often used in descriptive texts are words related to place names: location, purpose, use, appearance, present evidence, if needed (for buildings). For animals, the words used describe their classification, appearance, habitat, behavior, and uses.

C. Understanding Jigsaw Model; visiting outside the classroom

To avoid misunderstanding in this study, the authors explain the meaning of the jigsaw model visiting outside the classroom:

The jigsaw model visiting outside the classroom is an activity carried out by students outside the classroom, namely students visiting a specified place to describe the original object with a specified time setting where students work in groups as the steps in the jigsaw model, namely the origin group and the expert group. Each member has the same sense of responsibility, because each group member will be responsible for providing information to their group members so that all group members have the same perception of describing objects.

From the above understanding the jigsaw model visiting outside the classroom is the result of a modification of the jigsaw model which has been carried out in the classroom and the learning material is in text form, so this model visits outside the classroom and the learning material is that students directly observe real objects and immediately describe them and then provide information to the

original group. And most importantly they get a learning experience that is different from the usual and creates a fun atmosphere.

D. Learning Achievement.

Before describing the notion of learning achievement, the authors first put forward theories about learning. In essence, learning is a process characterized by changes in the individual. Changes as a result of the learning process can be seen in various forms such as changes in terms of knowledge, understanding, attitudes and behavior, skills, abilities, abilities and other aspects that exist in individuals who learn. Slameto (1987: 2) suggests that "learning is a business process carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with his environment".

Based on the description above, it can be concluded that the notion of learning is a conscious effort made by someone through interaction with their environment, which results in positive changes in behavior to achieve goals.

The result of an activity carried out in earnest with the aim of achieving change is referred to as a learning outcome. However, students who are desired in learning activities not only change in themselves which can be seen from the aspect of their treatment, but also always try to get better learning results or achievements.

The definition of learning achievement according to Tritaharja, (1987:19) is the level of actual ability that is measurable, due to mastery of knowledge, skills, attitudes, intellectual achieved by students from what they have learned at school.

Sukardi in Suwardin (1999: 15) suggests that student achievement is manifested in the form of numbers that can be seen in the list of grades for all

subjects that students acquire after taking semester exams. Student achievement itself varies due to various factors that influence each student's self.

II. METHODOLOGY OF THE RESEARCH

A. Research Setting

This research was conducted at SMP Negeri 4 Padangsidimpuan class VIII -1 with a total of 23 students consisting of 10 boys and 13 girls. When the research was carried out in the odd semester of the 2019/2020 academic year.

B. Factors Studied

The factors examined in this classroom action research are as follows:

1. Students' factors: want to be researched to increase learning outcomes in writing descriptions of objects simple with the application of the jigsaw model outside the classroom. Besides that will also be seen student motivation and attitude towards learning to write description of objects in English subjects.
2. Teacher factor: want to examine how teachers plan lessons and how Implementation.

C. Research Procedures

The research process is classroom action research, so the procedure for improving its implementation goes through cycles. Each cycle is carried out according to the changes to be achieved as stated in the problem formulation. The stages in each cycle follow the following procedure:

1) Planning
2) Implementation of actions
3) Evaluation of the learning process
4) Reflection

1. Planning

The activities carried out in this planning stage include:

a. Create learning scenarios for the required cycle actions.

b. Create process and outcome assessment instrument sheets.

c. Provide documentation tools in the form of photos during the implementation of learning.

d. Designing an evaluation tool for daily tests.

2. Action of Implementation.

Implementation of the action that is carrying out the learning scenarios that have been made. In the stage before implementing the jigsaw model visiting outside the classroom the teacher explains to students about the use of to be, adjectives, nouns and punctuation. The teacher trains students to make simple sentences, students read examples of simple object descriptions, the teacher and students discuss everything related to the text. The next stage is the application of the jigsaw model visiting outside the classroom. The learning scenario is as follows:

a. Preliminary activities

- Teachers motivate students
- The teacher explores students' prior knowledge

- The teacher conveys today's learning objectives

- The teacher explains the steps of the jigsaw learning model visiting outside class today. .

b. Core activities

- The teacher groups students into heterogeneous groups according to the grouping the jigsaw model, namely there are groups of origin that will spread and form expert group.

- The teacher distributes LKS to each group of experts where each group have different tasks.

- The teacher invites students out of class to visit the places they have been determined on the LKS according to their expertise with a predetermined tim

- The teacher invites students to enter the class, students return to their home groups to provide information to other members according to their expertise.

- Students present the results of the discussion.

- The teacher provides clarification on incorrect answers.

- The teacher gives the opportunity for students to ask about material that has not been done understood.

- The teacher gives an evaluation.

- The teacher announces and gives awards to the group that got the highest score for today's meeting.

c. Closing Activities

The teacher attaches the results of the clarification to become a student reference material write a description of the object.

3. Monitoring and evaluation

The method of collecting data in this study is:

- Data on learning outcomes is obtained by giving tests to students.
- Data about the teaching and learning situation is taken during the implementation of the action using observation sheets and photos.
- Data on the link between planning and implementation is taken via collaborative observation of researchers.

4. Analysis and reflection of the results obtained

In the evaluation stage of learning outcomes and the learning process, the weaknesses found in each cycle will be collected and analyzed in the next cycle.

Cycle 1

Based on data in table 1 of cycle 1, out of 23 students after being evaluated, the average value was 74.15. There are 13 students who have not achieved a score of 80, which means that classically it has only reached 43.47%. Thus, the research indicator has not yet been reached. That is, classically 85% of all students have achieved a minimum score of 80. This is because the implementation of the jigsaw model visiting outside the classroom is not optimal, especially when students use the time that has been determined is not maximized. In addition, cooperation between members is still lacking. There are still many students who do not understand the responsibilities given to them as a group of experts, namely to provide information to the home group, they are still accusomed to traditional learning. In group work they

always depend on their group mates who are considered smart. As a result, there are still many mistakes made by students when describing pictures, such as there are still many students who write using the Indonesian language style (structural errors, inaccurate vocabulary writing, incorrect placement of vocabulary and generally all groups have not been able to complete the assigned tasks). give when the learning process ends.

Based on the findings above, the writer continues in the second cycle by improving the implementation of actions such as using the specified time and giving students an understanding of their responsibilities as expert members who provide information to their original group. And last but not least the teacher explains again about the implementation of the jigsaw model visiting out of class in stages. Because this model is a new learning model for students then the researcher carries out the action in cycle two still with writing material descriptions of simple objects then monitored / evaluated and reflected on the results of which can be seen in cycle two.

Cycle 2

In cycle 2 student learning outcomes reached an average of 88.59. There are 3 students who have not reached a score of 80, which means 13.04% of students who have not reached a score of 80 and who have reached a score of 80 totaling 20 people means that there are 86.95% of students who have reached 80, meaning that in this cycle classically they have achieved research indicators . This is influenced by students' self-awareness, where students already understand the responsibilities given to them as a group of experts, namely to provide information to

the original group. Students have worked well together in groups, no longer depend on their group mates who are considered smart. All students are active in doing assignments and they can complete the assignments given on time. After the authors carried out improvements in cycle 2, the reflection results showed that they were good and had reached the research indicators, so they were not continued in the next cycle.

The success of learning by applying the jigsaw model visiting outside the class in cycle 2 is in line with the opinion of Abdurrahman and Bintaro (in Nurhadi, et al 2000) about the differences between cooperative learning groups and traditional learning. Says that in cooperative learning groups there is positive interdependence, mutual assistance, mutual motivation so that there is promotive interaction.

III. RESULT

Data in table 1 of cycle 1, from the number of students 23 people after being evaluated obtained an average value of 74.15. There are 13 students who have not achieved a score of 80, classically only achieving 43.47%. Thus it has not reached the research indicators, namely classically if 85% of all students have achieved a minimum score of 80.

Based on table 1, the data in cycle 2 shows that from 23 students after being evaluated, the average learning outcome score is 88.59. There are 3 students who have not finished, which means that there are 13.04% of students who have not reached the score of 80 and 20 people who have completed it, means that classically it has reached 86.95%. In this cycle classically it has reached research indicators.

DISCUSSION

A. Analysis of the results of the learning evaluation data

The data obtained from the results of the evaluation of learning to write descriptions of simple objects in cycle 1 and cycle 2 with the application of the jigsaw technique to visit outside the classroom were obtained through tests of student learning outcomes. The data can be seen in table 1.

Table 1 Data on cycles 1 and 2 with the application of the jigsaw technique outside the classroom.

NO.	Name	Acquisition Value			
		Cycles 1	Completeness	Cycles 2	Completeness
1	AIDAL HARAHAP	80,67	Complete	93,33	Complete
2	AMIR MAHMUD DALIMUNTHE	81,67	Complete	87,6	Complete
3	ANDI PRANATA	82,67	Complete	87,67	Complete
4	ANYA ALFARIZI	86,67	Complete	93,33	Complete
5	BASMAL	65,33	Uncomplete	95	Complete
6	DEA LEONITA	60,33	Uncomplete	95	Complete
7	DIAN AL MAHRI	70,33	Uncomplete	88,67	Complete
8	DERLINA SARI	63,33	Uncomplete	86,67	Complete
9	FAHRIN	63,33	Uncomplete	88,67	Complete
10	GEBY RAHMA	78,33	Uncomplete	88,67	Complete
11	HADI WIJAYA	75,67	Uncomplete	87,67	Complete
12	KHANZA DEWI	70,67	Uncomplete	78,33	Uncomplete

13	KHOIRUL IHSAN	70	Complete	78	Uncomplete
14	LUTHFY PARAJA	60,33	Uncomplete	79,67	Uncomplete
15	MEIDION	68,33	Uncomplete	86,67	Complete
16	MUHAMMAD FAIZ	95	Complete	96	Complete
17	MUHAMMAD RISKY	70	Uncomplete	83.33	Complete
18	NADIN HIJRAH	80,67	Complete	87,33	Complete
19	NAZWA DWI	78,38	Uncomplete	92	Complete
20	NYDIA DAMARA	80,67	Complete	88	Complete
21	RAYHAN PADLI	83	Complete	94	Complete
22	RENDIKA PRATAMA	70	Uncomplete	93,33	Complete
23	REZKY TRI YULIANA	70	Uncomplete	83,33	Complete
	N	23		23	
	Total	1.705,38		1.948,94	
	Average	74,15		88,59	

Based on data in table 1 of cycle 1, from the number of students 23 people after being evaluated obtained an average value of 74.15. There are 13 students who have not achieved a score of 80, classically only achieving 43.47%. Thus it has not reached the research indicators, namely classically if 85% of all students have achieved a minimum score of 80.

Still based on table 1, the data in cycle 2 shows that from 23 students after being evaluated, the average learning outcome score is 88.59. There are 3 students who have not finished, which means that there are 13.04% of students who have not

reached the score of 80 and 20 people who have completed it, means that classically it has reached 86.95%. In this cycle classically it has reached research indicators.

To find out how far the increase in student learning outcomes from cycle 1 to cycle 2:

Raise Presentation

$$N = \frac{F2-F1}{F1} \ 100\ \%$$

Sugiono(2002)
N= raise presentation
F1= average-of cycle 1 application jigsaw model visit Outside the classroom
F2= average-of cycle 2 application jigsaw model visit Outside the classroom

$$n = \frac{88,59-74,15}{74,15} \times 100\ \%$$

$$= \frac{14,44}{74,15} \times 100\ \% = 19,47$$

Based on the results of learning analysis from cycle 1 to cycle 2 has experienced an increase of 19.47

B. Observation Data Analysis

Based on observations since implementing the jigsaw model visiting out of class in class VIII -1 SMP Negeri 4 Padangsidimpuan, in general it can be seen that students' learning motivation has increased, this is indicated by good student cooperation when writing descriptions of simple objects, seriousness and activeness in doing assignments , students' awareness of their responsibilities as a group of experts and using the available time appropriately and last but not least, students do

it in a more relaxed and pleasant atmosphere, in contrast to the learning process which is usually carried out very formally.

CONCLUSION

Based on the findings in this study it can be concluded that:

1. Student learning outcomes in cycle 1 of applying the jigsaw model for visiting outside the classroom are still relatively low, namely still reaching 74.15. Classically there are 39.13% of students who have achieved a score of 80 and as many as 60.87% of students have not yet reached a score of 80.
2. Student learning outcomes in cycle 2 of the application of the jigsaw model visiting outside the classroom are already relatively high, reaching 88.59. Classically there are 86.95% of students who have reached a score of 80 and as many as 13.04% of students have not reached a score of 80.
3. Increase in student learning outcomes from cycle 1 to cycle 2 by applying the model Jigsaw out of class reached 19.47%.
4. The application of the jigsaw model outside the classroom can improve student learning outcomes Class VIII -1 SMP Negeri 4 Padangsidimpuan, and able to provide new atmosphere for students, they are more relaxed and fun because implementation outside the classroom.

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