THE IMPROVEMENT OF STUDENT'S CONVERSATION ACTIVENESS THROUGH IMPLEMENTATION OF JIGSAW COOPERATIVE LEARNING

PENINGKATAN KEAKTIFAN PEMBICARAAN MAHASISWA MELALUI PENERAPAN MODEL BELAJAR KOOPERATIF TIPE JIGSAW

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ABSTRACT: This study is a Classroom Action Research (CAR) which the subject is 4th semester students in A class of Primary School Teacher Education (PGSD) in University of Muhammadiyah Gresik. The purpose of this study is to determine whether the model of jigsaw cooperative learning can enhance the activity of students of Primary School Teacher Education (PGSD) University of Muhammadiyah Gresik (UMG). This research carries out three cycles and focus on students’ conversation activeness. The research design; first reflection → first action plan → first implementation and observation → first reflection and evaluation → second action plan → second implementation and observation → second reflection and evaluation → third action → third implementation and observation → third reflection and evaluation. The results showed that the level of students’ activity has increased in each cycle about asking activeness, answering questions activeness, students’ expressing activeness, and the duration of presentation has been increased too. And for students’ dependence on their note during presentation has been decreased. The result of the study proves that that the model of jigsaw cooperative learning can enhance the activity of the students’ conversation activeness.

Keywords: Activeness conversation, cooperative learning, jigsaw model
1. INTRODUCTION

The world of education has now evolved and changed. There was something new with regard to the learning and teaching. Lecturers are required to improve themselves by following these developments. Lecturers must master the new curriculum, new teaching methods and new assessment techniques. There are three great ideas for learning practices that this is often forgotten teacher, the active involvement of students, student learning as an individual and social, and to make a difference as an asset not an obstacle learner who needs to be contradicted (Wilson and Peterson, 2006).

Wilson and Peterson (2006) further added that now there has been a change in the paradigm of learning. Previously, students are often considered empty beings that have no knowledge; hence they are treated as a passive observer. Now the paradigm has changed, the student is not being empty with no content, they have the potential they were born. Therefore, the learning process must involve them, engage and enrol them. Lecturer is not a major source of learning. The role of the lecturer is now over to the supervisor, facilitator, and advisor. When the first student must sit quietly and actively listen to the lecturers are now different, it is a good learning activity involved students, argue, answering and asking questions, and try and practice in the field.

Perseverance and liveliness of student influence on learning success, students’ background knowledge and their motivation. Unsurprisingly that now many experts are trying to find out how to improve the persistence and activeness in learning activity.

This phenomenon should not be allowed, there should be an effort to make students more active when learning. Therefore lecturer of the course Teaching and Learning will hold a class action by applying the model of cooperative learning jigsaw. Through this model, students are expected to be more active in learning because of the activity leads to successful learning. Secondly, that the classroom atmosphere more lively, dynamic and the learning process is not tedious. Dynamics and classroom atmosphere which life is a mirror of the activity and the learning success is largely determined by the activity.

The purpose of this research is to increase students’ conversation activeness of A Class in Primary School Teacher Education (PGSD) of Muhammadiyah Gresik University. In particular goal of this research is that students want to ask, argue, and responding to the problems presented to him. In addition, students are expected to skillfully convey his idea through a good presentation.

Utom and Ruijter (1994) states that to enable students, lecturers are required to be more varied in teaching. Active learning by involving students will produce a better understanding and matter remembered longer. Activeness of students in learning is influenced by two factors: internal and external factors. Internal factors concerning interest, motivation and level of intelligence, while external factors concerning the family, the environment, and education.

Based on the survey in class A Prodi PGSD 4th semester was found that at the moment looks less eager student learning. There were four students late for class because it claims to be from the cafeteria, five students were whispering when no presentation and three other students do not pay attention. In mid course no two students drowsy and when professors give students the opportunity to ask nobody asks.

2. RESEARCH METHODS

The study design was: initial reflection → action plan 1 → implementation and observation 1 → reflection and evaluation 1 → plan of action 2 → implementation and observation → reflection and evaluation 2 → planning action 3 → implementation and observation 3 → reflections and evaluation 3.

a. planning actions
Before carrying out the actions, researchers define and formulate a few things. a) Identify the problem, which was to determine the problem with the students during the learning or learning problems during the previous cycle. b) Scenario learning actions, which outlined the steps that will be used as a guide in implementing the action. c) The tools used are decisive tool to be used in carrying out the action and at the same observation tool.

b. Implementation of the act of learning.

Implementation of measures in this study is the use of cooperative learning model jigsaw. Step actions include: delivery of learning objectives, motivation, and submit a concept map material. Furthermore, students form groups, each group is a mix of students who heterogenic, good race, ethnicity or religion, and level of intelligence. Each group discussed and point out who the unity, the second to the fifth. Lecturer then divides the material into several sub-topics. Material sub discussion 1 becomes the responsibility of unity; the material sub discussion 2 becomes the responsibility of the second, and so on. Members of the group of people gathered by the unity of unity, the two get together with a second person, and this is called the expert group. The expert groups read and discuss the material to the responsibilities, as well as other groups. Once the group of experts completed their discussion then back to the group home and present the results in turn. At the same time all the activity observed and documented by observers as a reflection and evaluation.

c. Plans recording

In implementation of the action, the atmosphere of the class, the lecturer activity, response, and student behavior will be recorded. To facilitate the recording of researchers prepared a form with columns and specific codification. It is intended that the result of the recording can be coherent, focused and interrelated. Recording activity in addition to using stationery is using a digital camera.

d. Data analysis

All data observation, learning environment, the response and behavior of students, especially with regard to the conversation activity will be analyzed. The analysis model is using Mils and Huber men. The analysis model includes three activities simultaneously: (1) data reduction, (2) presentation of data, and (3) conclusion / verification.

e. Reflection

After the data have been analyzed, the results will be used for reflection. Reflection is done at the end of each cycle. Besides addressing the shortage of reflection also discuss implementation of the action all stages in the research process. The results will be used as material for the reflection of the improvement in the preparation of an action plan in the next cycle.

3. RESULTS AND DISCUSSION

CYCLE 1

Learning gains in the first cycle is the students get to know the concept of learning theory behaviorist. The indicators are; able to explain the definition, analyzing concepts, and are able to scrutinize the strengths and lacks. Therefore learning model used is a model of cooperative jigsaw, then learning activities start early activities, core activities, and activities cover using the syntax of the learning model.

The first cycle of the actions carried out Monday, 25th April 2016 at 12:30 p.m. to 2:30 p.m. in room microteaching.

The result is the new twenty active students asked, nineteen active answered, and eleven states their idea. This means there are four students have not used the opportunity to ask, five students did not use the opportunity to answer questions, and thirteen other passive or no opinion at all. In the home group discussions average student gave a presentation during the 4.1 minutes. When a group of five people, then the average per group using the presentation time
during 20.5 minutes. If the original group discussion is provided within 35 minutes means that only 57% utilized, while the rest has not been utilized. The above data also shows that the level of dependence of students to books, reference, resume records still high, only two students who are not dependent on the books and records resume, fourteen more times depending, and eight people are still very dependent.

**Figure 4.1 the level of students’ activeness in cycle 1**

**Figure 4.1 the level of students’ dependence on their notes cycle 1**

**CYCLE 2**

The material of the second cycle is the theory of cognitive learning, the learning achievements of students familiar with concepts and cognitive learning theory. The indicator are able to explain the definition, analyzing concepts, and able to scrutinize the strengths and lacks. Therefore learning model used is a model of cooperative jigsaw, then learning activities start early activities, core activities, and activities cover using the syntax of the learning model. Details of the learning scenarios are generally the same as the previous cycle only with an improvement of the results of the first cycle of reflection.

Cycle 2 held on Monday, 25th April 2016 at 12:30 p.m. to 2:30 p.m.

As the first cycle, the researchers focused on the observation of the student discussion group of experts and group discussions origin. The consideration for the two sessions students have opportunity to talk, discuss, ask questions, and express opinions is wide open.
The result in the second cycle is already 24 students who actively ask, 22, answered questions, and seventeen give revelation. This means there is still one student who has not used the opportunity to ask three students did not use the opportunity to answer questions, and eight people remain passive or no opinion at all. Meanwhile in group discussions average origin students made a presentation during the 4.2 minutes. When a group of five people, then the average per group using the presentation time for 21 minutes. If the original group discussion is provided within 35 minutes means that only 60% of the time is used, while the rest have not. When students presented in their group of students to the level of dependence on books, references, some not of resume has begun to diminish. Already five students who are not dependent on textbooks, fifteen times depending, and the other five are still very dependent.

![Figure 4.1 the level of students’ activeness in cycle 2](image1)

**Figure 4.1 the level of students’ activeness in cycle 2**

**CYCLE 3**

The materials in third cycle are; the kinds of learning strategies. These materials includes a repeat learning strategies, learning strategies underline, learning strategies side note, the elaboration of learning strategies, and learning strategies analogy. Learning gains are the third cycle students get to know some of the concepts of learning strategies. The indicators are able to explain the definition, analyzing the concept and implementation of the various types of learning strategies in the classroom.

The third cycle held on Monday, 2nd of May 2016 at 12:30 p.m to 2:30 p.m. The result is the third cycle there are still students who have not been active, even though all of the students had used the opportunity to ask. There were three students did not use the opportunity to answer questions friends and five remain passive or no opinion at all. Being in a group discussion origin of the average student in delivering the presentation has risen for 4.5 minutes. When there are five students in a group, then the average per group using the presentation time could reach 22.6 minutes. If the original group discussion is provided within 35 minutes means that already 65% of the time is used, while the rest has not been utilized.
When students presented in their group of students to the level of dependence on books, references, some not of resume than in second cycle has been reduced. Already nine students who are not dependent on textbooks, thirteen other times depending, and three people are still very dependent.

![Graph showing level of students' activity in cycle 2](image)

**Figure 4.1 the level of students’ activeness in cycle 2**

After considering the data above, are not all active students in both the expert group and the original group. However, when the data first cycle, second, and third juxtaposed is looked continued improvement in the students the courage to ask, answer, and express ideas or thoughts. Also their capabilities in presentation at their group, terms of time continues to increase, also the level of reliance on the books and records are increasingly reduced. This shows that by applying the model of cooperative learning jigsaw able to enhance the activity of student speech in learning.

![Graph showing level of students' activity in cycle 3](image)

**Figure 4.1 the level of students’ activeness in cycle 3**

**DISCUSSION**

The results of this study are consistent with previous studies (Qiao and Jin, 2010) states that the jigsaw cooperative learning techniques are effective ways to promote the participation and enthusiasm of learners. This technique can help learners accomplish the tasks of learning, learning atmosphere enable more interdependent and independent. The reluctance of students to participate to be reduced, students enjoy and want to participate in learning activities. Reading, take notes and discuss help learners to form their own opinion for the better. Learners enjoy learning because not only hear the voice of the instructor but also the voice of the other. Their students learn the material by heart because it is expected to teach someone else.

Azmin (2016) stated the same thing that learners enjoy learning with this model. Student achievement by using this method increased more significantly after the intervention.
This method helps students perform better, students benefit and can develop their social skill although this method is also not a perfect teaching tool.

Model approach to learning not only increase student interest but also improves the effectiveness of learning. With increased interest in learning that will lead to better learning outcomes. Competition and positive interactions among students can improve their intent to learn, especially when associated premises information technology devices and the Internet, learning will be more meaningful and interesting (Huang, Liao, YW, Y, M, Huang, SH, and Chen, HC (2014). the model of learning requires students to the level of achievement and potential range can be mutually discuss and cooperate resulting increase in achievement and participation. Average Joel M., Moskowitz, Janet H., Malvin., Gary A., Scaeffer, and Eric Scaphs (1985) states this model is intended for academic and social competence development of students. This creates a learning model of cooperation between them and the arrangement of interdependence among students through the learning task.

Motivation has an important role in learning. Gardner and Lambert (1972) stated that motivation has an important role in the success of student learning. Motivation is defined as a pretext to achieve the goal. While Brown (1981) defined, it as encouragement from within as well as the desire that drives someone to do something. In general, there are two kinds of motivation intrinsic and extrinsic motivation. Intrinsic motivation is the desire of a person to achieve the goal being extrinsic motivation boost that comes from outside.

4. CONCLUSION
1. Using the three cycles, the model of cooperative learning jigsaw has a positive influence on the activity of student speech in asking; answering questions, and convey an idea / notion. Another influence is the students have been able to increase the quantity of talks in the presentation and reducing dependence on textbooks, references, or note his resume during a presentation. All of the above points is needed, especially to create independent learning groups are more qualified. The results showed that the activity of students has raised talks evidenced by the increasing number of students who ask, answer questions, and provide feedback.
2. Thus, this research concludes that the type cooperative learning model jigsaw can enhance the activity of student speech.

A. Suggestions
Based on the results of the study, the researchers wanted to give the following advice:
1. For students, it should be capable of self-motivation to learn because of the motivation plays an important role in the learning process. Students are expected to not be afraid of, not ashamed of the opinion, convey ideas, ideas, and what he was thinking at the heart of their community tenhgah, also should keep trying and practicing many times to really succeed
2. For the lecturer / researcher should guide and accompany the group which is still less active.
3. Target the material to be read, studied and mastered the students should focus and clear because the material is very extensive.
4. For lecturers / researchers should make the rules argued that the expert group discussions and home group is not dominated by most students only.
5. The lecturers are expected to guide students personally because of their potential differently.

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