Research Article

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Meningkatkan Prestasi Akademik Siswa di Bahasa Inggris Dengan Menggunakan Jigsaw

(Improving Students' Academic Achievement in English Subject By Using Jigsaw)

Masbirorotni[1], Okky Wulandari*[2]
[1]Universitas Jambi, Jambi
Jl. Raya Jambi-Ma.Bulian KM.15 Mendalo Indah, Kec. Jaluko,
Kab.Muaro Jambi, Provinsi Jambi-Indonesia 36361
[2]Akademi Keperawatan Garuda Putih, Jambi
Jl. Raden Mattaher No.35, Sulanjana, Kec. Jambi Timur,
Kota Jambi, Provinsi Jambi-Indonesia 36123
*Corresponding Author: okky.wulandari92@gmail.com

Informasi Artikel	ABSTRACT
	This research aims to investigate the effectiveness of Jigsaw as one of cooperative learning model toward students' academic achievement in English subject. The respondents were the college students' major in history who were taking English subject at their first semester, academic year 2018/2019. The study adopted the framework proposed by Kemmis and McTaggart (1988); which consists of planning, acting, ovserving, and reflecting. Two cycles were applied to the class, in which each cicle consisted of two meetings. From the treatments, it was revealed that at the first cycle, only 40% of students passed the minimum standard score of completeness 70. Then, at the second cycle, students' academic achievement improved significantly. 80% of students pass the minimum standard score of completeness. Moreover, aside of improvement in academic achievement, students also motivated to learn English; during teaching and learning process, they actively participated in discussion. ***Key words:*** *Classrom Action Research, Cooperative Learning, Jigsaw, English Academic achievement.*
Penerbit	**ABSTRAK**
	Penelitian ini bertujuan untuk menngetahui efektivitas Jigsaw sebagai salah satu model pembelajaran kooperatif terhadap prestasi akademik siswa dalam mata pelajaran bahasa Inggris. Responden adalah mahasiswa jurusan sejarah yang mengambil mata pelajaran bahasa Inggris pada semester pertama, tahun akademik 2018/2019. Studi ini mengadopsi kerangka kerja yang diusulkan oleh Kemmis dan McTaggart (1988); yang terdiri dari perencanaan, akting, ovserving, dan refleksi. Dua siklus diterapkan ke kelas, di mana setiap siklus terdiri dari dua pertemuan. Dari perlakuan, terungkap bahwa pada siklus pertama, hanya 40% siswa lulus skor standar ketuntasan minimum 70. Kemudian, pada siklus kedua, prestasi akademik siswa meningkat secara signifikan. 80% siswa lulus skor kelengkapan standar minimum. Selain itu, selain peningkatan prestasi akademik, siswa juga termotivasi untuk belajar bahasa Inggris; selama proses belajar mengajar, mereka secara aktif berpartisipasi dalam diskusi.. **Kata kunci:** Penelitian Tindakan kelas, pembelajaran kooperatif, tipe jigsaw, prestasi akademik Bahasa inggris.

BACKGROUND

As a learning foundation, it is needed mindset changes to improve learning quality, especially in higher education. The renewal of education must be started from how students learn and how lecturers teach. It does not solely depend on learning outcomes. The most important of learning goeal is to develop mental abilities that enable learner to learn (Degeng, 2001;Rachman, A, 2019). The reality of the learning process currently is focus more on receiving the knowledge, but not to construct knowledge. During teaching and learning process, especially English subjectis still dominated by lecturer as the central role. It still does not provide access for students to develop independently through discovery in their thought processes (Muslikin, 2005). The English subject at the University of Jambi, Faculty of Teacher Training and Educational Sciences aims to enable students to understand general English concepts which include reading, writing, listening and speaking skills.

The phenomenon occurs lately shows several problems encountered during teaching and learning activities of English courses in History Education Study Program. The problems such as students are still considered as objects in learning process. Students only as listeners so that they are not actively participated during learning process. Another problem is the method used by lecturer still uses conventional one, such as using lecturing and group presentation which usually only one person as the center of information while the others only as the listener. Moreover, students regards English subject is only as the complementary subject. They do not realize how important to be able to speak and write in English in this era. This causes them not motivated to learn English and it influence to their academic achievement especially score in English subject. In their point of view, they think that this subject has less contribution to their knowledge. Another problem is come from the lecturers. Sometimes lecturers trapped toward their routine. They always teach conventionally, less innovation, and not optimal in developing their teaching material.

Actually, the process of accepting the knowledge is the aims of the learning itself. In order to achieve the aim, Reigeluth, et.al classified learning component into three classifications; learning environment, teaching method, and learning outcome (Degeng, 2001). Nuh (2005) explained that cooperative learning is a teaching technique in which lecturer asks students to work in small group collaboratively and each group consists of 4 to 6 persons (Kemmis & Mc Taggart, 1988). In cooperative learning, the students work together to do the assignment given by lecturer. This strategy aims to make each member or small groups work and interact each other along with the lecturer in order to share knowledge and accomplish the assignments. Unfortunately, this technique has not yet been commonly applied by some lecturer who teach English subject.

To solve those prolems, lecturer used cooperative learning method by applying Jigsaw technique. This technique offers the students opportunity to cooperate each of them in structural assignment. Lecturer acts as the facilitator. Based on descriptions mention previously, this research aims to find out whether Jigsaw technique can improve students' of History Department academic achievement in English subject. Additionally, this research also investigated the students' respon toward Jigsaw technique.

METHOD

This research used classroom action research method by adopting the framework proposed by Kemmis and McTaggart (1988), which consists of planning, acting, observing, and reflecting (Nuh, 2001). As it is seen in figure 1.
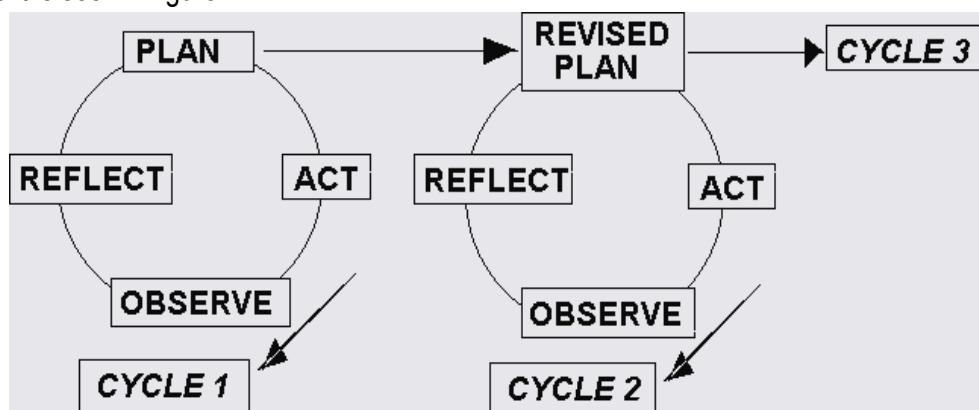

Figure 1: Procedure of Classroom Action Research (Kemmis & McTaggart, 1988)

Research Site and Participant

This research conducted at History Department, Faculty of Teacher Training and Educational Sciences , Universitas Jambi. It was applied on even semester for English subject. The reserach was started from June to October 2019. The participants of this research were 30 students who took English subject.

Data Gathering Technique

Two cycles were applied in this research with each cycle consists of two meetings. In this step, lecturer used Jigsaw technique. Lecturer gave test for every meeting in order to know students' achievement. While for obeservation, it was carried out by lecturer's peer. The observation was conducted intensively in each meeting by using observation sheet. The observation was also done by students by answering questionnaire.

For reflection stage, it was conducted after the action stage and observation stage carried out. The last stage was evaluation. It was used as the base to do learning process for the next cycle. The evaluation stage aimed to optimalized the learning quality.

Several instruments used in this research. They are observation sheet, questionnaire, and test. The instruments used to know the learning process, the researcher used observation sheet. In order to know students' response toward the implementation of Jigsaw, researcher used questionnaire. While for knowing students' improvement toward English subject, researcher used test. The indicator for the succeed of the implementation of the treatement was at least 25 students actively participated during learning process and the score they get minimal 85% of total score.

In order to know whether cooperative learning with Jigsaw type toward the improvement of students' mastery in English subject, some data gathering technique were conducted. Such as students' demographic backgroud, lecturer's note and reflection, observation by using audio visual, students' note, and test.

RESULT

The findings of this research are described based on lecturer's note or reflection, observation by using audio visual, students' note, and test's result from the three cycles that was conducted. Each cycle consists of two meetings. The data from the first cycle (the first two meetings) was presented to answer the research questions. For the test, it was techer-made test that refers to the material given. The test in this research is not become researchers' main concern to know how was the cooperative learning strategy by using Jigsaw can improve student's participation during teaching and learning process in English subject at History Department. Aside of that, this research also want to find out the effect of implementation of cooperative learning by using Jigsaw toward the quality of learning activity especially in English subject.

Before the class begin, researcher prepared the material that would be given to students. Then, researcher asked students to create 3 groups by randomly counting. After they have got their group, at the while activity lecturer provide the task of expert group worksheets, in the form of the conclusions of the results of experiments conducted by each group, in this discussion and experiment the researcher sees some students who were initially passive interested and involved in conducting the experiment, the researcher feels an increase in student activity and activity with the existence of this experiment. Furthermore, students timely complete the discussion assignment and present the results of the discussion. In the group presentation again the researcher took the trick that was to appoint students who were not active as group spokespersons, this trick the researchers considered quite effective turned out to students who had never dared to speak, began to have the courage to speak even though only reading the results of group discussions. At the end of the study the researcher provides reinforcement / confirmation and discussion of expert group discussion material and fills in the learning notes sheet. Researchers did not have time to hold discussions in the original group due to time constraints.

Research findings and a summary of the results of learning activities using a jigsaw cooperative method were carried out. Two observations were made namely (1) observations of learning management and (2) observations of student cooperative skills activities. The results of observations about managing learning can be seen in the following table:

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Table 1. Observation Results of learning management with cooperative learning models (2 CYCLE)

Aspects observed	Cycle 1		Cycle 2	
	Evaluation of	Interpretation	Assessment of	Interpretation
A. INTRODUCTION				
Deliver the lesson now with initial knowledge	3	Good	4	Very Good
Give motivation to students	2	Not Good	3	Good
convey indicators that must be achieved	3	Good	3	Good
B. CORE ACTIVITIES				
presents information	3	Good	3	Good
organizing students into study groups	3	Good	4	Very Good
guiding work and study groups	2	Poorly Good	3	Good
Evaluation	2	Not Good	2	Not Too Good
Give awards	3	Good	3	Good
C. CLOSING				
Summing up the material	2	Less Good	2	Less Good

Giving a post test	3	Good	3	Good
D. TIME MANAGEMENT	2	Not Good	3	Good
E. CLASS ATMOSPHERE				
Student-centered	2	Less Good	3	Good
Enthusiastic students	3	Good	3	Good
Enthusiastic lecturers	2	Not Good	3	Good

Information: 1 = not good, 2 = not good, 3 = good, 4 = very good

Data from observations of student cooperative skills can be seen in Table 2 below:

Table 2. Results of Observation of Student Cooperative Skill Activities

No	Cooperative Skills observed	Cycle 1		Cycle 2	
		Total	Percentage (%)	Total	Percentage (%)
1.	Respect the opinions of others	15	50%	25	83%
2.	Take turns and share assignments	12	40%	26	86%
3.	Invite others to speaking	15	50%	22	73%
4.	Active listening	20	66%	24	80%
5.	Asking	14	46%	19	63%
6.	Not on duty	19	63%	10	33%
7.	Checking accuracy	13	43%	19	63%

Data completeness class learning outcomes (evaluation) can be seen in the following table 3.

Table 3. Evaluation results of three cycles

Characteristics	Cycle 1	Cycle 2
	Grades	Value
N	30	30
∑ Complete students (≥ 70)-completed	12	27
∑students (≤ 70)	18	3
Class completeness (%)	40%	83%

From the 30 students who scored above or equal to 70 there were 12 students (40%). While those who scored below 70 were 18 students (60%). So students who experience mastery learning are only 40%. In the second cycle, students experienced an increase in learning outcomes ie students who scored above 70 were 27 or 83%.

Student Responses in the Cooperative Learning Process

At the end of the learning process with a Jigsaw cooperative model, a questionnaire was filled out about student responses or responses to the applied learning process. The following is the percentage of student response data presented in table 4 about the student response questionnaire.

Table 4. Response Questionnaire Student

No	Description	Glad that	Glad	Less happy	Displeased
1.	How did you feel during the lecture in English?	75%	10%	7.5%	7.5%
2.	How do you feel about:				
	a) Teaching material	50%	20%	15%	10%
	b) The written material is	12.5%	47.5%	25%	15%
	c) Evaluation	25%	30%	25%	20%
	d) Learning atmosphere	65%	22.5%	10%	2.5%
	e) How lecturers teach	42.5%	40%	7.5%	10%
	f) Rating	17.5%	37.5%	22.5%	22.5%
	g) How to assignments	72.5%	15%	12.5%	-
3.	Are you interested in participating in the next lesson?	87.5%	10%	2.5%	-

Discussion

Lecturers' Activities in the English Language Learning Process with the Jigsaw Method

Implementation ofmodel Cooperative Learning thetype Jigsaw in increasing student activity in English Language Courses in Historical Education Study Program is interesting to present. From the data of lecturers' notes or reflections obtained from audio visual observations in Cycle 1 - Meeting 1 illustrated that the usemodels cooperative learning of Jigsaw requires creativity and appropriate tricks to increase student activity in understanding the objectives of English language courses, but this model believed to be used in achieving these goals. In the first cycle and first meeting, the researcher began the Classroom Action Research (CAR) to see how the implementation ofmodel Cooperative Learning thetype Jigsaw in increasing student activity in English Subjects.

Following are the results of the researchers' reflections in cycle 1 starting from the 4th meeting of Vocabulary development, a review of this even semester's lecture. the 4th class meeting has been formed first in the form of groups, because in previous learning also in group positions. The researcher makes a heterogeneous arrangement for the composition of the original team. At this first meeting, researchers immediately applied the Jigsaw type cooperative learning model in the learning process. This type of research has never been applied to previous learning. At the beginning of learning, researchers try to attract the attention of students by presenting powerpoints on topics aimed at making students use the dictionary correctly, knowing pronunciation, part of speech and being able to use words correctly.

Based on the results of research in cycles 1 and 2, it is known that there are differences in the activities of English language lecturers using the Jigsaw cooperative model. Activities observed in Jigsaw type cooperative learning are (1) preliminary activities which include, present current lessons with student's initial knowledge, provide motivation to students, convey indicators to be achieved, (2) core activities which include presenting information, organizing students into groups learning groups, guiding work and study groups, evaluating and giving awards, (3) closing activities include concluding the material, giving a post-test, (4) managing time, and (5) class atmosphere which includes student centered, student enthusiasm and enthusiastic lecturer.

This activity is observed during the learning process. Observations were made in both cycle 1 and cycle 2. Some results show differences. In cycle 1, lecturers are less active in providing motivation, guiding work and study groups, lacking in evaluation, time management ie a lot of time is wasted where

lecturers and students have not been able to use time properly and efficiently. Lecturers are also lacking in the activity of concluding the material. In the closing activity, the lecturer concludes the material without giving the opportunity to students to play an active role in concluding the material. In the learning atmosphere in the classroom, the lecturer looks unenthusiastic. This can be seen from the reluctance of lecturers to guide students in work and study.

Activities that are not done by lecturers during teaching and learning activities, then reflected to be used as a reference / basis in the following cycle. And there are differences in activities where the lecturer becomes more enthusiastic in teaching and learning activities in the second cycle. This can be observed from the lecturers' activities. In the evaluation activities and conclude the respective lecturer material scored less. Other activities lecturers have received good grades or very good. This is in line with Nur's (2001) opinion that by applying the cooperative learning model the lecturer can motivate all students and foster active learning attitudes towards students (Nur, 2001; Windiahsari, W., 2015). Students must be active during the learning process megajar, namely by reading, writing, listening to lecturers' explanations, asking lecturers about subject matter that is not yet understood, answering questions from lecturers, arguing or discussing with friends during the learning process. Enthusiastic lecturers.

This means that the Jigsaw cooperative learning method is the most widely used method in classroom learning (Gunter, 1990). The statement is reasonable because the Jigsaw cooperative learning method has several advantages over other cooperative learning techniques. The advantage is that students read all the reading material that is part of it, which can make them find, take notes, and understand important things from what they read then integrate them based on their level of understanding so that it is easier to understand.

This method also has weaknesses. Based on the findings it was found that the weaknesses of the Jigsaw technique cooperative learning model are as follows: (1) there is high student mobility which results in insufficient time allocation for all learning activities, for example the final activity in the form of a quiz to evaluate the achievement of student learning outcomes. Overcoming this problem lecturers should really do time management effectively and efficiently by controlling every stage of learning implementation strictly. In this case Silberman (2001) suggested ten things that can be done by lecturers: (1) start on time, 2) give clear instructions, (3) prepare visual information on time, (4) share material quickly, (5) streamline the small group report, (6) don't let the discussion go very slowly, (7) get volunteers quickly, (8) be alert to tired or lethargic groups, (9) speed up the activity steps from time to time, and (10) get fast class attention (Silberman, 2001).

The second weakness is in the application of the Jigsaw Cooperative learning method required lecturers with more ability about this method. These abilities are needed before and during the implementation of the teaching and learning process. Third, the large number of students in each class (an average of more than 30 people) becomes an obstacle in the application of Jigsaw cooperative learning methods. This condition is related to the distribution of students into groups, both origin groups and expert groups. Fourth, the passive condition of students, this is in accordance with the opinion of Dees et al (2009) regarding weaknesses in the application of cooperative learning methods, namely: (1) it takes a long time for lecturers and students, (2) requires the special ability of lecturers to do or apply the technique cooperative learning, and (3) demand certain characteristics from students, for example cooperative nature.

Student Activities in Learning Jigsaw Cooperative Model Type

Based on the results of research in cycles 1 and 2, student cooperative activities that can be observed during the activity are respecting the opinions of others, taking turns and sharing tasks, inviting others to talk, listen actively, ask questions, not in the task, as well as checking the accuracy of the task. In cycle 1 it is known that students have not fully carried out learning activities with a cooperative model. This can be known from the activity of respecting the opinions of others. Only 50% of students can value a friend's opinion when they express their opinion. When they think, the opinions expressed cannot invite other friends to contribute their thoughts. Students only think in accordance with their thinking power without something that can tickle other students to express their opinions. This can be seen from the activity of inviting others to speak only 50% and the activity of asking 46%.

Many interesting things that researchers encountered where at this meeting in conducting research in the atmosphere in the classroom various behaviors that the authors face and meet. Of the thirty students in the class certainly very diverse behavior, for example the behavior of female and male students during the teaching and learning process is like an interest and good motivation to learn this is seen when there are some students who try to encourage themselves in giving opinions in language English with limited abilities. The reflection and observation data above especially for the female students where the research was conducted, they have the potential to be active in this course. From the above data, for the time being it can be said that female students, despite having different behaviors, have the potential to be active in English courses through the use of a Jigsaw cooperative learning model.

In general students are busy with themselves, especially when they are in an expert group. Students do not work according to their competence. There are some students who talk alone, do other assignments, and other activities that do not support teaching and learning activities. This can be seen from activities not in the task. As many as 63% of students are not on assignments. Students are also not thorough in their work. Students feel reluctant to check the assignments given by lecturers. Only 43% of students check the accuracy of the assignment if given an assignment by a lecturer. Activities that do not support cooperative learning activities are then used as a basis for improvement in the next cycle.

In the implementation of cycle 2, there was an increase in cooperative activities undertaken by students in which 83% of students were able to appreciate their friends when they expressed their opinions. This is indicated by 80% of students being able to actively listen and be able to invite other friends to talk. 63% of students also have the ability to ask and check assignments given by lecturers. In cooperative learning activities, students are able to work in accordance with the given task. This activity can be observed in not being on duty. As many as 33% of students are still busy with themselves. The results of this study in cycle 2 are in accordance with Nur's opinion (2005: 80) which states that by using cooperative learning lecturers can achieve three goals namely academic learning outcomes, can accept differences from others such as race, religion, or culture and the third goal is for the development of social skills[6].

Based on tables 5.3 and 5.4 it can be seen how the process of teaching and learning activities that occur in class. By applying the cooperative learning model students will have a more respectful attitude to other opinions, can be various tasks according to their abilities. With cooperative learning, lecturers can motivate students to speak. With cooperative groups students are motivated to talk with fellow friends. Even then, with small groups because in cooperative learning there are active listening

skills. This means, students not only listen to friends when talking but also learn to respond. In cooperative learning, students are also motivated to have the courage to ask questions.

In cycle 2 all activities in cooperative learning have increased, although not yet 100%. Therefore this research is considered to end in cycle 2 and does not need to be continued for the next cycle. Based on the results of Zuhri's research (2008: 30) the cooperative method of Jigsaw technique has the following advantages: (1) effective, because it involves the activeness of students when working in a small group. Students are placed in heterogeneous groups / teams in terms of academic ability, motivation, gender, and ethnicity. (2) There is a specialization of the task, because the specialization of the task requires that different students will get a special role in achieving the objectives of learning activities. The results showed that the cooperative learning method of jigsaw technique had a positive influence on student activities when the learning process took place. This happens because in the Jigsaw learning method there is individual responsibility (Individual accountability) of each group member when joining a group of experts. This influence is also thought to be caused because in the cooperative Jigsaw technique students are required to become experts on the material for which they are responsible. Giving different assignments to students will accelerate them not only in learning together, but also in teaching one another. These findings support the findings of Anwar (2005) who concluded that learning with a cooperative approach to the Jigsaw model of students will have a positive response, and can improve relationships among peers and create confidence and also the appreciation of fellow friends for the better.

The application of the jigsaw technique cooperative learning model is believed to be relatively new in learning English, especially in the Historical Education Study Program FKIP UNJA. This has led to the emergence of enthusiasm and motivation for student learning more than in the teaching and learning process with the learning methods applied by the lecturer so far. Curiosity can be stimulated or provoked through elements that are new, strange, other than existing, contradictory or complex (Suciati, 1985).

Cooperative Learning Model of Student Learning Outcomes

From the results of the study can be seen student learning outcomes in cycle 1 who experienced mastery in learning only 40% with a minimum standard of completeness is 70. There are several factors that cause students not experiencing mastery learning. (1) students are not accustomed to working in study groups. Students still like to work individually. Students prefer to talk with friends or do other tasks that are not in accordance with learning activities, and students are not accustomed to checking the accuracy of their work.

In cycle 2, student learning outcomes have improved a lot. As many as 83% of students have finished learning English. This is because students have started to get used to working in groups, so they work according to the tasks given. Students also begin to realize that accuracy is very necessary in a job.

The results showed that the Jigsaw cooperative learning method had a positive influence on learning outcomes (cognitive aspects). It can be explained that the activities in cooperative learning of jigsaw techniques are different from the methods of group discussion. It can be explained that in the cooperative learning method of jigsaw technique, students work together to achieve the same goal. Each group member is required to be responsible for the results of their learning, because the success of the group is based on the contribution of each group member. Thus, each student is motivated to learn, encourage and help each other between group members to learn optimally. In the stages of the

Jigsaw cooperative learning method, students are given the opportunity to learn between students through peer tutoring. In peer tutoring activities students take turns giving explanations and discussing assignments related to the material which is their responsibility to other group members. Real learning will not happen, without the opportunity to discuss making questions, practice and even teach others (Silberman, 2001).

Student Responses to the Jigsaw Cooperative Learning Model Student

Responses by applying the Jigsaw cooperative learning model are known that as many as 75% of students answered very happy and 10% answered happy to follow English lectures I, while others, answered less pleased in attending English lectures I as much as 7.5% and as many as 7, 5% answered that they were not happy to take English classes because they were from elementary school to university level and the students did not like English lessons. There are 50% of students who answered very pleased with English teaching materials, 20% answered happy with teaching materials and the remaining 15% and 10% answered were not happy and not happy with the teaching material. With regard to the written material, namely teaching material in the form of hand out or student activity sheets, 12.5% answered that they were very happy, while 47.5% answered they were happy and as much as 25% and 15% of students said they were unhappy and unhappy with the written material. After, at the end of the lesson, the lecturer will evaluate the learning outcomes. The evaluation given was in the form of oral and written tests. From the questionnaire distributed to students, it was found that as many as 25% of students were very happy with the evaluation system conducted by lecturers, while 30% of students answered happy and as much as 25% and 20% answered less happy and unhappy with the evaluation system.

By applying cooperative learning models with Jigsaw type the classroom atmosphere becomes more fun and exciting. This can be seen from the results of student questionnaires who answered that they were very happy with the classroom atmosphere by 65%, 22.5% of students answered happy with the classroom atmosphere while the rest answered less than 10% and answered not happy as much as 2.5% In the model This learning method of teaching lecturers is maximized. This can be seen from the student questionnaire that said as much as 42.5% answered very happy and as much as 40% answered happy by teaching lecturers and the remaining 7.5% were less happy and 10% of students answered not happy by teaching lecturers.

Assessment in learning does not only emphasize cognitive aspects but also emphasizes other aspects such as psychomotor and affective aspects. From the results of the questionnaire, it was obtained that 17.5% of students were very happy with the assessment methods used by the lecturers. While as many as 37.5% of students said they were happy with the assessment system, while as many as 22.5% of students answered they were not happy and not happy with the assessment system used by the lecturer.

The way the assignments are carried out by the lecturer is not only group work but also individual work. From the results of the questionnaire it can be seen that as many as 62.5% of students feel very happy with the assignment system given by the lecturer. As many as 15% of students said they were happy with the system and as much as 12.5% of students answered they were not happy and the rest answered they were not happy. The last questionnaire question is whether you are interested in following the next lesson. From the results of the questionnaire it can be seen that as many as 85% of students feel very happy to follow the next learning process and as many as 10% of students answered

happy and as much as 2.5% of students answered less happy and not happy to follow the next learning process.

CONCLUSION

Based on the results of research that has been done, the conclusions in this study are first, the learning outcomes of students in cycle 1 who experience mastery in learning is only 40% with a minimum standard of completeness is 70. There are several factors that cause students not experiencing mastery learning. (1) students are not accustomed to working in study groups. Students still like to work individually. Students prefer to talk with friends or do other tasks that are not in accordance with learning activities, and students are not accustomed to checking the accuracy of their work.

Second, student learning outcomes in cycle 2, student learning outcomes have increased a lot. As many as 83% of students have finished learning English. This is because students have started to get used to working in groups, so they work according to the tasks given. Students also begin to realize that accuracy is very necessary in a job.

Third, the results of the study indicate that the Jigsaw cooperative learning method has a positive influence on learning outcomes (cognitive aspects). It can be explained that the activities in cooperative learning of jigsaw techniques are different from the methods of group discussion. It can be explained that in the cooperative learning method of jigsaw technique, students work together to achieve the same goal. Each group member is required to be responsible for the results of their learning, because the success of the group is based on the contribution of each group member. Thus, each student is motivated to learn, encourage and help each other between group members to learn optimally.

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