

**THE APPLICATION OF JIGSAW COOPERATIVE METHOD  
AS A MEANS OF ACTIVE LEARNING  
AT THE COMPULSORY GENERAL COURSE OF BAHASA INDONESIA  
SPELLING LEARNING AND EFFECTIVE SENTENCES**

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**ABSTRACT**

Implementation of cooperative methods of jigsaw in Indonesian general subjects spelling learning and effective sentences it focuses on student activeness in group work. Bahasa Indonesia is a compulsory general course in college, especially in Universitas Muhammadiyah Purworejo enacted to equip students in the skills of writing scientific papers. Therefore, the spelling learning and effective sentence is important to master. Jigsaw cooperative learning methods is in small groups consisting of several students who are responsible for mastering part of teaching material and then have to teach the material that has been mastered to his friends. Thus, the application of the jigsaw cooperative learning methods can encourage active students and work together to master the material in order to achieve maximum achievement, so as to create an active learning atmosphere in the classroom.

**Keywords:** cooperative jigsaw, spelling, effective sentences, active learning

**ABSTRAK**

Penerapan metode kooperatif jigsaw dalam mata kuliah umum Bahasa Indonesia materi ejaan dan kalimat efektif menitikberatkan pada keaktifan mahasiswa dalam kerja kelompok. Bahasa Indonesia merupakan mata kuliah umum wajib di perguruan tinggi, khususnya di Universitas Muhammadiyah Purworejo diberlakukan untuk membekali mahasiswa dalam kemampuan menulis karya ilmiah. Oleh karena itu, materi ejaan dan kalimat efektif penting untuk dikuasai. Kooperatif jigsaw adalah metode pembelajaran dalam kelompok-kelompok kecil yang terdiri atas beberapa siswa yang bertanggung jawab untuk menguasai bagian dari materi ajar dan selanjutnya harus mengajarkan materi yang telah dikuasai tersebut kepada teman satu kelompoknya. Dengan demikian, penerapan metode kooperatif jigsaw dapat mendorong mahasiswa aktif dan bekerja sama untuk menguasai materi guna mencapai prestasi maksimum, sehingga terciptalah suasana pembelajaran aktif di kelas.

**Kata kunci:** kooperatif jigsaw, ejaan, kalimat efektif, pembelajaran aktif

**1. INTRODUCTION**

Indonesian as the language of the state is confirmed its position in the 1945 Constitution which states that the language of the country is the Indonesian language. Bahasa Indonesia as the language of the country, is used in various national, official and national-level communications within government and non-government institutions. In addition, based on the mandate of the

Undang-undang Sistem Pendidikan Nasional No. 20 tahun 2003 pada Bab X on the Curriculum, in particular article 37 (2) it is affirmed that the Higher Education Curriculum must contain Bahasa Indonesia. Especially the course of Indonesian Language at Universitas Muhammadiyah Purworejo as well as a means of personality development is also applied to provide learning as well as supplies to students in writing scientific

papers, be they papers or theses. Thus, the course is expected to provide steadiness and develop student ability when they have to write scientific papers in accordance with the provisions and systematics of writing.

Speaking of the provisions of scientific writing, one thing that must be mastered is the ability to write a standard spelling. Spelling is the whole rule of how to symbolize speech sounds and how interrelationship between symbols (separation and incorporation into a language). Technically speaking, what is meant by spelling is letter writing, word writing, and punctuation (Arifin and S. Amran, 2008: 164). Furthermore, the intended standard spelling is the one that complies with the Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (PUEYD). In relation to the abilities above, there are still many students who have not mastered it. This researcher met on the work of duties and paper work of students. The results of student writing there are many spelling mistakes or the use of spelling is not standard, this resulted in the sentence to be less effective so that the idea to be conveyed less understandable. Therefore, effective spelling and sentence learning is important to be given so that student writing results can be better.

Learning the ability to write is not no constraint whatsoever. One of the obstacles experienced is the lack of involvement of students to be active in learning. Improving the quality of learning to write spelling and effective sentences can be done by improving the process of learning to write. New concepts and literacy on the learning process of writing have evolved with the rapid development of science and technology. In line with this, it is suggested that the approach of learning that lecturers as central to teaching and learning activities gradually began to be abandoned. Learning centered on students will be more meaningful if

students experience what they learn, not just know it. With that concept, learning outcomes are expected to be more meaningful for students (Sukirno, 2016: 2).

In order to realize student-centered learning, strategies or methods are needed that can increase student engagement and activeness in teaching and learning activities. One method that has these criteria is cooperative jigsaw. Jigsaw type cooperative learning is one type of learning that encourages students to actively and assist each other in mastering the lessons to achieve maximum achievement (Isjoni 2010: 54). This is in line with the results of research conducted by Thomas (2014) which states that student activity is also one indicator of the success of the learning process. The learning process that can be responded well by the students so that activities outside the planned learning activities can be avoided. Application of such methods can improve all aspects of student activities in the classroom both interest, attention, participation in discussions and presentations.

## **2. SPELLING AND EFFECTIVE SENTENCE**

The ability to write good and correct spelling need to be mastered by a writer, especially in writing scientific papers. Spelling is a sound depiction of language in standardized writing rules. This standardization includes the use of letters, writing letters, word writing, writing absorption elements, and the use of punctuation (Sofyan et al, 2007: 7). Standardization of Indonesian spelling has been defined in the Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan, the latest is the 2016 edition. Good and correct spelling is required to write down ideas or ideas so that it is easy to understand and the message the author wishes to convey to the reader.

Finoza (2001: 13) gives the notion that spelling is a set of rules or rules of language sounds, segregation, merging, and writing in a language. These rules are necessary for the preparation of effective and coherent cohesive and sentence sentences. This is in line with Fuad's statement (2009: 21) which explains that a set of spelling rules has been set for use. The set of rules, among others, includes the beheading, the use of letters, the writing words, number and number symbols, abbreviations and acronyms, elemental writing, and punctuation. Based on the above statements it can be concluded that the spelling usually has three aspects: (a) phonological aspects concerning phoneme depiction with letters and alphabetical arrangements, (b) morphological aspects concerning the description of morphemical units, and (c) syntactic aspects which involves a punctuation marker. These aspects must be mastered by the author to produce good writing. It has been disclosed above, that the ability of spelling will affect the resulting sentence.

If the spelling used is appropriate, the sentence generated also becomes more effective and easy to understand. The effective sentence is a sentence that has the ability to generate ideas on the mind of the listener or reader as to what is in the mind of the author (Arifin and S. Amran, 2000: 89). In line with that opinion, Widjono (2012: 205) states that effective sentences are short sentences, solid, clear, complete and can convey information appropriately. Putrayasa, (2010: 48) describes four characteristics of effective sentences: (a) unity, (b) economics, (c) emphasis, and (d) variation. . Unity of harmony between subject, predicate, object and description. Austerity is the relationship of the number of words used with the widest range of meaning referred to. Emphasis is an effort to give affirmation to get the attention of the listener or reader, and

variation is a different appearance in the sentence so there is no boredom by the listener or reader.

Based on the above exposure, it can be concluded that the effective sentence must be prepared by the author to achieve maximum information. So, the effective sentence is a sentence that expresses thoughts, thoughts, and feelings appropriately in terms of diction, structure, and logic. In other words, effective sentences will be easily understood by the reader both in terms of grammar and meaning. Writing is one of the media in communicating. Therefore, the sentence is said to be effective if the message to be conveyed by the authors to achieve the target (reader) well, because the communication tool.

### **3. JIGSAW COOPERATIVE METHOD**

Jigsaw is one of the methods in cooperative learning which means learning is done by way of groups. This method of learning was developed by Aronson in 1978 (Slavin, 2005: 236). In this method students work in heterogeneous groups to solve a problem. Furthermore, Eggen and Don Kauchak (2012) explain that the jigsaw type is a learning strategy that makes students an expert on a sub-section of one topic and teaches that subsection to others. If the two statements are put together, it will result in the notion that jigsaw is a cooperative learning type consisting of several members in one group. Each group is responsible for the assigned task and teaches its findings to other groups.

Thus, the researchers mean that there are two types of groups in cooperative jigsaw. The first group is the origin group, while the second group is the expert group. The group of origin consists of four students who have their respective responsibilities towards one particular matter / matter. The next group of experts is a collection of students from other (origin) groups who have the same

task (matter / problem). In the expert group, they discuss to solve the problem. Furthermore, once the problem is resolved they return to the original group and teach the material obtained from the expert group discussion to the members of the group of origin. Through the method, each student will be more active in learning because they have the responsibility to solve the problem and teach it to all members of the group.

The following are the steps in jigsaw cooperative learning. This stage is adapted from Slavin (2005: 242-244) and Eggen and Don Kauchak (2012).

- a. Preparation: giving spelling and sentence material, group divisions, material selection and problem determination to be completed.
- b. Implementation: expert determination, deep-seated issues, expert group discussions, and expert team reports to the original group.
- c. Review and conclusion: issues reviewed by lecturers and individual and group awards.
- d. Evaluation by test.

#### **4. RESEARCH METHODS**

This research is carried out with the following provisions: the subject of research is the third semester students of Physics Education, FKIP University of Muhammadiyah Purworejo as much as 23. The object of this research is the activity and the ability of students in writing spelling and sentence effective. The place of research is done in the lecture room of Physics Education student of Muhammadiyah University Purworejo. The study was conducted for two months from September to October 2017. Data collection techniques used learning model with the application of cooperative jigsaw method. The results of data analysis used qualitative and quantitative descriptive techniques.

#### **5. RESULT AND DISCUSSION**

The implementation of jigsaw cooperative learning in this study is arranged in instructional as follows:

- a. provision of spelling material and effective sentences,
- b. formed a group of four (there was a group of three),
- c. each group member is assigned to study a particular matter / matter, then the representative (expert) meets with an expert from another group who studies the same material,
- d. expert group discussions to solve problems,
- e. the expert team's report, each expert returns to his / her group of origin and explains the materials / problems that have been resolved within the expert group,
- f. material review by lecturers together with students,
- g. evaluation is done by testing technique to know student ability in writing spelling and sentence effective.

Implementation of learning with cooperative jigsaw method above, implemented in stages. The first stage is giving the material as an overview of effective spelling and sentences and informing the lesson plans using the jigsaw cooperative method. At this stage students understand the notion of spelling and its elements and learning methods used. In the second stage of group formation and the determination of matter / problem, there is one group with the number of three people due to the odd number of students that is 23 people. Therefore, one group also only get 3 problems. The third stage is an expert group discussion to solve problems in the form of misspelled and ineffective sentences or paragraphs. The problem to be solved differs in the level of difficulty

in each meeting and there are two meetings. The first meeting solves the problem in the form of a sentence and a second meeting of paragraph.

The fourth stage, the team of experts reporting the findings to all members of the original team, this stage is also different in the two meetings as described in the previous stage. The first meeting (a sentence problem) each expert team only reports or teaches its findings only, whereas in the second meeting (paragraph problems) after the expert team reports the findings and then proceeds with a discussion with the original group to bring the paragraphs together a discourse. The fifth stage is to review the problems that lecturers are doing together with the students. The sixth stage is an evaluation carried out by the test technique that is composing an essay themed Indonesian.

Learning outcomes with the jigsaw cooperative method as described above, the students' activity in learning is very good although this learning is a group. It can not be separated from the obligations and responsibilities that are owned by each student. Seen almost all students are actively discussing, the researchers only recorded four people who are less active. However, when the expert team reports the report to the student group, the students are able to deliver the results. Next is the ability of students to write spelling and effective sentences when the test is also done well. The results of most students' writing have noticed the rules of language, especially the enhanced spelling, for example, in the use of capital letters and lowercase letters, word selection, punctuation, sentence structure, and conjunction between antarkalimat and antigraph. However, there are still some students who have not been good in word selection and conjunction.

## 6. CONCLUSION

The application of the jigsaw cooperative method proves to be an effective learning method for creating an active and creative classroom atmosphere. In addition, students' ability to write spelling and effective sentences is also good. To be able to use good and correct language in a writing does require the process and learn to write repeatedly, so get used. Furthermore, with the knowledge and ability possessed in writing spelling and composing effective sentences to become a good discourse will provide sufficient supplies for students for further writing, especially in writing scientific papers.

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