

# **The Implementation of the Jigsaw Type Cooperative Method on Writing Poetry in Senior High School Buru**

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## **Abstract**

This study aims to describe the implementation of the ability to write poetry using the cooperative method of jigsaw type in class Xb students of SMA Negeri Sawa, Buru Regency, and to describe the results of the ability to write poetry using the cooperative method of jigsaw type for class Xb students of SMA Negeri Sawa Buru Regency. This research is classroom action research (PTK), the PTK scenario is designed in two cycles. Each cycle, there are two meetings. The research subjects were students of class X SMA Negeri Sawa. The data collection techniques used in this study were (1) observation, (2) tests, and (3) interviews. The results showed that (1) the implementation of the ability to write poetry using the cooperative method of the jigsaw type succeeded in increasing student learning activeness, (2) the improvement of the ability to write poetry with the cooperative method of the jigsaw type in class X students of SMA Negeri Sawa, Buru Regency, increased from cycle I to cycle. Cycle II, 42.30% of students who completed got a score of 65 and above in cycle I or 11 students who completed it in cycle I, and in cycle II increased to 82.62% or as many as 22 students who completed got a score of 65 and above and 4 students (15.38%) did not complete who got a score of 65 and below.

**Keywords:** Jigsaw Method, Poetry Writing, Senior High School

## **1. Introduction**

Indonesian language learning contains four competency aspects that must be mastered. The four aspects are competence in reading, listening or listening, speaking, and writing. The effectiveness in the teaching and learning process can be created if the instructor can utilize the learning methods that are suitable to the conditions of the students and the material that will be presented, (Effectiveness in the teaching and learning process can be created if the teacher can take advantage of learning methods that are by the condition of the student and the material to be presented) (Fissler et al.). Susiati (2020) Language learning is expected to help students get to know themselves, existing cultures, express ideas or ideas and their feelings, and discover and develop their analytical competence and imagination. Besides, learning Indonesian as one of the general subjects in schools is directed at improving the ability of students to communicate using good and correct Indonesian, both verbally and in writing, as well as fostering an appreciation of the results of Indonesian literature.

Another fact that occurs in learning, especially writing, is that it does not get enough attention even though it is realized that mastery of written language is necessary for today's life. Writing lessons as an aspect of teaching Indonesian is not handled seriously enough. As a result, students' competency in writing is inadequate, including in literature learning. One of the benchmarks measuring the success of students in participating in a whole series of learning activities at school is determined by the ability of students to write. Therefore, learning to write occupies a very strategic position in education and teaching. Writing skills must be mastered by children as early as possible in school life.

Sutjarso (2006) said that one of the competencies that must be achieved in the Indonesian language learning process, especially in literature is writing poetry (Kam-wing; Umanailo et al.). Writing poetry is a means of expressing the writer's feelings so that it has its own satisfying effect. Writing poetry is not an easy thing. Many students have difficulty expressing their feelings in the form of poetry. Various difficulties are experienced when writing poetry, both from the physical and mental elements that make up poetry. The ability to write poetry is one of the competencies that must be achieved in literature learning. Students are expected to be able to write what they feel or think in beautiful language, containing figurative language and connotes, and according to the exact characteristics of poetry in the learning process of writing poetry. The ability to write poetry is one of the learning materials for literary writing in class X-b. For that, it takes stimulation that makes it easier for students to write poetry.

The difficulty in expressing ideas or ideas in the form of poetry, based on the results of observations or observations of researchers experienced by students of class X-b at SMA Negeri Sawa. Students have difficulty expressing ideas or ideas in writing. Students also experienced difficulties in choosing the right diction and according to the theme. So, researchers feel interested in making efforts or solutions in improving students' abilities in writing poetry. Efforts to stimulate thoughts, feelings, attention, and willingness of students that can encourage the learning process in students, in addition to learning methods or strategies, must also use learning media. The method as a tool is used to facilitate the learning process. Method of delivering motivation to learn in students, facilitate and provide clarity on abstract concepts, and enhance the absorption and retention of learning in students (Mafuudloh). Therefore, it is necessary to use learning methods that create an effective and enjoyable learning climate for students. Basri. H (2016) said that one of the methods that can be used is the cooperative learning method, cooperative learning emphasizes group work (students learn together and help each other). Group work makes students excited to learn actively to present themselves or play a role among their group friends (Zulkarnain and Djamilah; Jannah et al.).

Based on this background, the main problems in this study are (1) how is the process of implementing the ability to write new poetry using the cooperative method of the jigsaw type in class X-b students of SMA Negeri Sawa Buru Regency, (2) how is the assessment of the results of the ability to write new poetry using the method cooperative type of jigsaw in class X-b students of SMA Negeri Sawa, Buru Regency. The purpose of this study is to (1) describe the process of implementing the ability to write new poetry using the cooperative method of jigsaw type in class X-b students of SMA Negeri Sawa, Buru Regency, (2) to describe the assessment of the results of the ability to write new poetry using the cooperative method of jigsaw type in class Xb SMA students Negeri Sawa, Buru Regency. Looking at the educational problems that occur and also by looking at the problems, the researcher feels the need to do research that is in line with these problems, namely CAR. Thus, there are efforts made in dealing with literary learning problems that occur, in this case, the difficulty of writing poetry.

## 2. Method

Arikunto (2009) This research is a quantitative descriptive study with a Classroom Action Research approach. This action research was conducted to describe and observe the student learning process using the jigsaw cooperative method. The following is a chart or stage of the CAR as can be presented in figure 1.

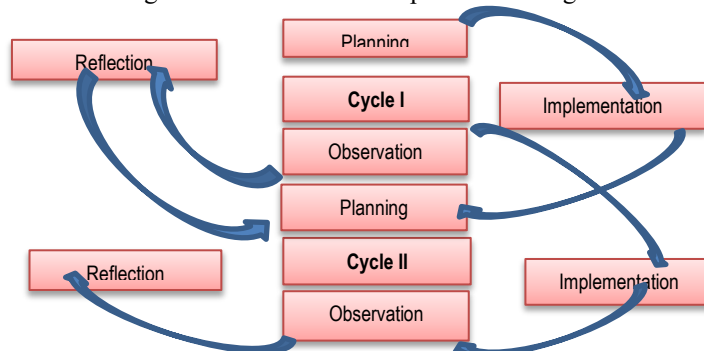


Figure 1. Process in Classroom Action Research

The figure 1 indicates that the action research is focused on the learning process and the results of students' learning assignments in writing poetry with a strategy of observing the environment. The process in question is the behavior of teachers and students, while the results are the values obtained by students in writing poetry. The research data

were obtained through observations before the research was carried out and coupled with the study of the test results documentation on each act of reflection on the use of the jigsaw cooperative method as a learning method in writing new poetry for class X-b students of SMA Negeri Sawa Buru Regency. Written data were obtained from the work of students writing poetry which was researched, which amounted to 26 people. This action research was conducted to describe and observe the process and learning outcomes of class X SMA Negeri Sawa Buru Regency. The implementation mechanism uses a cycle. The cycle is carried out through four stages, namely: stage (1) compiling an action design, stage (2) implementing the action, stage (3) observation, and finally stage (4) reflection. However, the first cycle was not successful, so the activity was continued in the second cycle.

The next stage, text analysis (exercises or assignments). Text analysis was carried out to determine the suitability between the design and implementation of the action, the weaknesses in the learning process, the existing strengths, and how much improvement was achieved after implementing the jigsaw type learning method as a solution to dealing with student difficulties in writing poetry at SMA Negeri Sawa Buru Regency. Efforts to improve students' poetry writing skills are seen by analyzing (1) the suitability of the title and the content, (2) the choice of words or diction, (3) concrete choice of words, (4) use of the figure of speech, (5) usage, rhyme, and rhythm, (6) typography. At the student poetry assessment stage, it is carried out using assessment criteria which will be described in the following table:

$$NPS = \frac{\text{Skor perolehan (skor x bobot)}}{\text{skor maksimum}} \times 100$$

**Information :**

**NPS : Student Acquisition Value**

All data collected were analyzed using data triangulation techniques, both data from observations in the form of field notes about the learning process of writing poetry using the jigsaw-type cooperative method and the results of students writing poetry. The data is then grouped based on the data in each cycle. The results of this grouping are reduced, namely the collected data selected and identified, then classify the data as needed (Muharlisiani et al.; Yusuf et al.; Mu'adi et al.). Furthermore, the data is presented by organizing the reduced information. The data are summarized and presented in an integrated manner according to the planned cycle so that it focuses on learning. The last stage, conducting triangulation activities or testing the results of research findings (Williams et al.). The validity of the data is tested by reflecting back on the things that have been done and conveyed through the exchange of opinions with experts or mentors, peers, comparing the data found using proof through reviewing the results of interviews, reviewing field notes, observation results, and triangulation with friends, peers or teachers after learning.

The use of the jigsaw-type cooperative method in the learning process of writing poetry in class X students is associated with learning completeness. For students who get a score of 65% and above, the use of the jigsaw-type cooperative method in the learning process by the teacher can be effective as in table 1.

**Table 1.** Level of Success in Achieving Learning Outcomes

Value Interval	Ability Level
91% - 100%	Excellent
76% - 90%	Good
65% - 75%	Moderate
41% - 64%	Poor
0 - 40%	Very Poor

### 3. Results and Discussion

In a description of the results of research and discussion on writing new poetry using the cooperative method of jigsaw type in class X SMA Negeri Sawa Buru Regency consisting of the cycle I and cycle II which include: planning, implementation, cycle I test results, cycle II test results and reflection.

#### 3.1 The description of Cycle I and Cycle II

In this planning, what is done is the preparation of the teaching and learning process in the form of a learning plan program and activity plans carried out by researchers, teachers, and students. Research activities, namely (1) preparing a syllabus, (2) collaborating with the teacher in preparing lesson plans, (3) helping teachers in implementing classroom learning, (4) collaborating with teachers in conducting tests, and (5) analyzing test results. The teacher's activities include (1) together with researchers to prepare a lesson plan; (2) carry out learning activities

according to the instructions in the lesson plan; (3) the teacher and the researcher conduct the test, (5) assess the test results, (5) provide feedback on the student test results, and (6) give awards to students or groups whose competencies meet the standards.

Student activities, including (1) participating in learning activities, (2) completing learning tasks to write poetry, and (3) receiving feedback from the teacher. Observations are made by observing the activities of teachers and students in the learning process.

In cycle II, the planning is the preparation of the teaching and learning process in the form of a learning plan program and activity plans carried out by researchers, teachers, and students. Cycle II is a follow-up to cycle I. Researcher's activities are (1) preparing a syllabus, (2) collaborating with the teacher to prepare a lesson plan, (3) assisting the teacher in carrying out learning in class, (4) collaborating with the teacher in conducting the second cycle test, and (5) analyzing the results of the second cycle test. The teacher's activities include (1) together with the researcher examining the results of the cycle I and then compiling a lesson plan; (2) carry out learning activities according to the instructions in the lesson plan; (3) the teacher and the researcher conduct the test cycle II, (4) assess the results of the cycle II test, (5) provide feedback on the student test results, and (6) give awards to students or groups whose competencies meet the standards. Student activities include (1) participating in learning activities, (2) completing learning tasks (writing poetry), and (3) receiving feedback from the teacher. Observations are made by observing the activities of teachers and students in the learning process. Identification carried out collaboratively between researchers and teachers includes the following.

- 1) Some students seem stiff writing free poetry during the learning process.
- 2) The question and answer process was dominated by certain students.
- 3) The time allocation that is taking place is not fully utilized.
- 4) Teachers do not give and show a form of appreciation (praise and gifts) to students as a form of learning motivation.

### **3.2 Implementation of Cycle I and II**

At this first meeting, the teacher asked who had written poetry. It was seen that very few students raised their hands asking for opportunities to answer (Tabiolo and Rogayan). They seemed doubtful on their faces. However, there were 2 of them who gave the answer that they had written in junior high school. The teacher gives "good" praise as reinforcement. Furthermore, the teacher motivates students to be enthusiastic in participating in learning. Learning activities are continued by conveying the learning objectives (reading out the competency standards and basic competencies) to be achieved.

In the core activities, the teacher explains the activities that will be carried out in the learning process. After that, the teacher asks students to group with the provision that each group consists of four or five students. After that, the teacher explains the meaning of poetry, the elements contained in writing poetry, and the goal of achieving basic competence in writing poetry by paying attention to physical and mental elements. Also, in the learning process, there is reciprocity between teachers and students.

"Beautiful Twilight"

A magnificent orange membrane

Clashing waves chasing

Amidst the chirping of seagulls

That streak without shaking

The splash of water on the beach

Sorrow and disaster

The blue face is over

In the wind of the wind

Shaking melodious songs

The implementation of the action at this second meeting is oriented at the learning stage of improvement and editing in writing poetry. At this stage, learning begins with greetings, then the teacher gives an apperception by asking about the obstacles or obstacles experienced when writing poetry. In the core learning activities, namely: guiding students to improve and edit poetry that students write. The activity undertaken is to ask students to look at examples of poetry that have undergone improvement, to improve their diction or choice of words in writing poetry.

In the second meeting, the best poetry based on the group work can be seen, namely the poetry "Cambodia Merah" by students with object code 08.

"Red Rose."  
Your shape is so beautiful  
So beautiful your shape  
Your beautiful flowers tempt my heart  
Many beetles are competing for you  
This soul seemed to float in your scent  
Your scent carries my morning fragrance  
Your red shows your courage  
Your beautiful shows your perfection  
Your series of pistils are beautifully arranged  
How beautiful when I plucked you

In the poem, it appears that in the selection of the title, "Red Roses" means that the words already represent what happened to the red roses. From the relationship between the meanings between the lines, it is enough, the diction that represents the expression of feelings of pleasure, and the use of concrete words is good, the appropriateness of the theme and mandate is sufficient, but still needs to be trained to consolidate and perfect the contents of the poetry, both from the physical structure and the inner structure. The use of beetle diction, flirting, aroma, floating can add to the power of your word for word image of your beautiful flower seduces my heart/people are competing for you, and it is concreted with this soul word as if it floats in your fragrance. Meanwhile, the inner structure of the aspects of the theme, message, tone and atmosphere, and feelings are sufficiently representative, although it still needs improvement regarding the most appropriate diction in the poem. The diction used can use themes/messages, and beautiful tones that give birth to pleasure which makes the feeling even happier to see such beautiful flowers.

The description of the implementation process for each meeting in cycle II is described as follows. Learning activities that begin with greetings by the teacher to students. After checking the attendance of the students, the teacher asked about the students who were present at that time which the students answered simultaneously so that it was rather crowded. Next, the teacher focuses the students' attention by showing examples of poetry (Permatasari). After several people answered, the activity was continued by conveying the learning objectives, explaining the activities to be carried out in the learning process. After organizing students into several groups, the next activity, students began looking for their group mates to start writing poetry. Students with their respective groups begin to exchange ideas about the title of the poem individually in the group, then students start writing poetry. After finishing writing poetry, students are asked to read the poetry in front of the class (Pusawale). At the end of the learning process, students are asked to convey conclusions from the learning material. Three students complement each other in conveying the conclusions of the learning material. Students are asked to read the poetry that has been made. The teacher gives awards to students who convey these conclusions and give them thumbs up. After that, they reflected on the learning material, continued by praying together and greeting them as a closing lesson. The following is an example of a poem made by students.

"Getting wet to the limit"  
Wet beyond boundary begins with the wind  
The originally weak wind  
Weak deceives the power  
Deceiving from the weak wind  
Weak into strong  
Followed by water  
Fall from above the sky  
Which initially became a heavy drizzle  
Very heavy  
Land began to be submerged  
Goods, property, family  
Don't know which end or direction  
Washed away by you

By you who dare to submerge  
Many houses in the area known for  
Disease starts tormenting  
Fever  
Diarrhea  
Make people suffer because of you  
Life is like flowing water.

In the initial activity, the teacher greets students by giving greetings. Before the teacher groups students according to the objects observed in the previous meeting, the teacher first communicates the learning objectives. After that, the teacher and students brainstorm about the object to be studied. Furthermore, the teacher explains the learning activities that will be carried out in the learning process that will take place. In the next activity, the teacher explains how to improve the poetry. Besides explaining how to improve poetry, the teacher also shows examples of poetry, which has undergone improvements. Next, the teacher distributes the students' written poetry again. Allocation of time used in the initial 15 minutes of activity. In the core learning activities, students look at examples of poetry that have experienced improvement. The following is an example of a poem made by students with the title "Bunga Mawar" with object code 002, which has been revised.

"Hope"  
I see clouds full of stars  
And pleasant white clouds  
And I determine true love for me  
As clear as morning dew  
As bright as moonlight  
I wait for you every step of the way  
When with you half the glitter of the crown star  
If I could have you  
For eternity  
I promise you  
I won't hurt you

In the test results, the aspect of title suitability is focused on students' accuracy in determining the suitability of the title with the content of the poetry that will be written by students. The results of the test assessment on the aspect of suitability of the title and content can be seen in table 2.

**Table 2.** Result of Aspect Test of Title Match with Contents of Cycle I

Category	Range Score	F	Total Score	Percent	Average
Excellent	85-100	4	245	15,38%	$\frac{1682}{26} = 64,69$
Good	75-84	3	200	11,54%	
Moderate	60-74	15	992	57,70%	
Poor	0-59	4	245	15,38%	
Total		26	1682	100%	

From table 2, it can be seen that the class average score in the ability to choose the title suitability is 64.69 or enough category. Of the total students who scored 85-100 there were 4 students or 15.38, good categories with a range score of 75-84 there were 3 students or 11.54%, moderate categories with a range score of 60-74 students there were 15 students or 57.70 %, and the poor category with a range score of 0-59 does not get a value. As can be seen in table 3.

**Table 3.** The Result of Conformity Aspect Tests with the Contents of Cycle II

Kategori	Range Score	F	Total Score	Percent	Average
Excellent	85-100	11	650	43,30%	$\frac{2028}{26} = 78$
Good	75-84	9	848	34,62%	
Moderate	60-74	6	530	23,08%	
Poor	0-59	0	0	0%	
Total		26	2028	100%	

From table 3, it can be seen that the class average score in terms of the suitability of the title with the content is 78 or good category. Of the total students who scored 85-100 or excellent, there were 11 students or 43.30%. Good category with a range score of 75-84 there are 9 students or 34.62%, moderate categories with a range score of 60-74 students there are 6 students or 23.08%, and the poor category with a range score of 0-59 does not exist.

### 3.3 Test Results for the Choice of Words or Diction Aspects

In the test results, the aspect of word choice or diction is focused on students' accuracy in determining the most appropriate words or diction in the poetry to be written by students. The results of the test assessment on the aspect of word choice or diction can be seen in Table 4 below.

**Table 4.** The Result of the Aspect of Word Choice or Cycle I

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	4	245	15,38%	$\frac{1755}{26} = 67,5$
2.	Good	75-84	3	200	11,54%	
3.	Moderate	60-74	15	1244	73,08%	
4.	Poor	0-59	4	0	0%	
Total			26	1755	100%	

From table 4, it can be seen that the class average score in the aspect of word choice or diction is 67.5 or the category is sufficient. Of the total students who scored 85-100 or excellent categories, there were 4 students or 15.38%, Good category with a range score of 75-84 there are 3 students or 11.54%, a moderate category with a range score of 60-74 students there are 19 students or 73.08%, and the poor category with a range score of 0-59 there are students who get grades.

**Table 5.** Results of the Aspect of Word Choice or Cycle II Diction

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	13	650	42,30%	$\frac{2122}{26} = 81,61$
2.	Good	75-84	7	848	34,62%	
3.	Moderate	60-74	6	530	23,08%	
4.	Poor	0-59	0	0	0%	
Total			26	2122	100%	

Table 5 shows that the class average score in terms of word choice or diction is 81.61 or good category. Of the total students who got a score of 85-100 or Excellent, there were 13 students or 42.30%. Good category with a range score of 75-84 there were 8 students or 34.62%, moderate categories with a range score of 60-74 students there were 6 students or 23.08%, and the poor category with a range score of 0-59 did not exist.

### 3.4 Test Results for the Concrete Word Assessment Aspect

In the test results, the concrete word assessment aspect is focused on the students' accuracy in choosing concrete words in the poetry to be written by students. The results of the test assessment on the concrete word assessment aspects can be seen in Table 6 below.

**Table 6.** Test Results Concrete word assessment aspects in Cycle I

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	4	245	15,38%	$\frac{1682}{26} = 67,26$
2.	Good	75-84	12	900	46,15%	
3.	Moderate	60-74	10	650	38,46%	
4.	Poor	0-59	0	0	0%	
Total			26	1682	100%	

From table 6, it can be seen that the class average score in the concrete word assessment aspect is 67.26 or the category is sufficient. Of the total students who got a score of 85-100 or excellent categories there were 4 students or 15.38%, the good category with a range score of 75-84 there were 12 students or 46.15%, the moderate category with a score range of 60-74 students there were 10 students or 38.46%, and in the poor category with a range score of 0-59, there were 5 students or 19.23%.

**Table 7. Test Results Concrete word assessment aspects in Cycle II**

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	10	1020	38,46%	$\frac{2230}{26} = 87,77$
2.	Good	75-84	12	990	46,15%	
3.	Moderate	60-74	4	220	15,38%	
4.	Poor	0-59	0	0	0%	
Total			26	2230	100%	

From table 7, it can be seen that the class average score in the aspect of concrete word assessment is 87.77 or very good. Of the total students who got a score of 85-100 or excellent, there were 10 students or 38.46%. Good category with a range score of 75-84 there are 12 students or 46.15%, moderate categories with a range score of 60-74 students there are 4 students or 15.38%, and the poor category with a range score of 0-59 does not exist.

In the test results, the use of the figure of speech is focused on the accuracy of the students in choosing the right figure of speech in the poetry written by students. Can be seen in table 8.

**Table 8. Cycle I Language Test Results**

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	0	0	0%	$\frac{1755}{26} = 67,5$
2.	Good	75-84	6	428	23,07%	
3.	Moderate	60-74	11	697	42,31%	
4.	Poor	0-59	9	630	34,62%	
Total			26	1755	100%	

From table 8, it can be seen that the class average value in the aspect of using a figure of speech is 67.5 or the category is sufficient. There are no students who score 85-100 or excellent category. Good categories with a range score of 75-84 there are 6 students or 23.07%, moderate categories with a range score of 60-74 students there are 11 students or 42.31%, and the poor category with a range score of 0-59 there are 9 students or 34, 62%.

**Table 9. Test Results Using Cycle II Majas**

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	13	1051	50%	$\frac{2251}{26} = 86,5$
2.	Good	75-84	10	1020	38,46%	
3.	Moderate	60-74	3	180	11,53%	
4.	Poor	0-59	0	0	0%	
Total			26	2251	100%	

From table 9, it can be seen that the class average score in the aspect of using a figure of speech is 86.5 or excellent. Of the total students who scored 85-100 or excellent there were 13 students or 510%, the good category with a range score of 75-84, there were 10 students or 38.46%, the moderate category with a range score of 60-74 students, there were 3 students or 11.53%, and the poor category with a value range of 0-59 did not exist.

### **Results of Rhythm Aspect Test Results**

In the test results, the aspect of rhyme and rhythm assessment is focused on the accuracy of the students in determining the rhyme and rhythm of the poetry be written by students. The results of the test assessment on the aspects of rhyme and rhythm can be seen in Table 10 below.

**Table 10. Result of Test for Aspect of Rhyme and Rithm of Cycle I**

No	Category	Range Score	F	Total Score	Percent	Average
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1.	Excellent	85-100	0	0	0%	$\frac{1817}{26} = 69,88$
2.	Good	75-84	7	525	26,92%	
3.	Moderate	60-74	13	912	50%	
4.	Poor	0-59	6	380	23,08%	
Total			26	1817	100%	

From table 10, it can be seen that the class average score in the aspect of rhyme and rhythm assessment is 69.88 or the category is sufficient. Of the total students who got a score of 85-100 or excellent categories, there are no good categories with a range score of 75-84 there are 7 students or 26.92%, the moderate categories with a range score of 60-74 students there are 13 students or 50%, and in the poor category with a value range of 0-59, there were 6 students or 23.08%.

**Table 11.** Result of Test for Aspect of Rhyme and Rithm of Cycle II

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	15	1117	57,69%	$\frac{2262}{26} = 87$
2.	Good	75-84	9	995	34,62%	
3.	Moderate	60-74	2	120	7,69%	
4.	Poor	0-59	0	0	0%	
Total			26	2262	100%	

From table 11, it can be seen that the class average score in terms of rhyme and rhythm is 87 or Excellent. Of the total students who got a score of 85-100 or excellent, there were 15 students or 57.69%. Good category with a range score of 75-84 there are 9 students or 34.64%, the moderate category with a range score of 60-74 students there are 2 students or 7.69%, and a poor category with a range score of 0-59 does not exist.

### **Typography Aspect Test Results**

In the test results, the typography aspect is focused on the accuracy of the students in determining the good typography aspects that students will write. The results of the test assessment on the typography aspect can be seen in Table 12 below.

**Table 12.** Typography Aspect Test Results Cycle I

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	0	0	0%	$\frac{1812}{26} = 69,69$
2.	Good	75-84	4	220	15,38%	
3.	Moderate	60-74	16	1212	61,54%	
4.	Poor	0-59	0	0	0%	
Total			26	1812	100%	

From table 12, it can be seen that the class average score in the typography assessment aspect is 69.69 or the category is sufficient. Of the total students who got a score of 85-100 or excellent categories, there are no good categories with a range score of 75- 84 there are 4 students or 15.38%, the moderate categories with a range score of 60-74 students there are 16 students or 61.54%, and in the poor category with a range score of 0-59, there were 6 students or 23.08%.

**Table 13.** Typography Aspect Test Results Cycle II

No	Category	Range Score	F	Total Score	Percent	Average
1.	Excellent	85-100	16	1223	57,69%	$\frac{2268}{26} = 87$
2.	Good	75-84	9	995	34,62%	
3.	Moderate	60-74	1	50	7,69%	
4.	Poor	0-59	0	0	0%	
Total			26	2268	100%	

From table 13, it can be seen that the class average score in the typography aspect is 87 or the category is excellent. Of the total students who got a score of 85-100 or excellent, there were 16 students or 57.69%. Good category with a range score of 75-84 there are 9 students or 34.62%, the moderate category with a range score of 60-74 students there is 1 student or 7.69%, and in the poor category with a range score of 0-59 does not exist.

### 3.5 Frequency Distribution of Raw Scores for Poetry Writing Test Results

- a) Frequency Distribution of Raw Scores for Poetry Writing Test Results Using the Jigsaw-Type Cooperative Method for Class X-b SMA Sawa Cycle I.

**Table 14.** Frequency Distribution of Raw Poetry Writing Test Results in Cycle I

Range Score	Category	Frequency	Percentage
85-100	Excellent	0	0
75-84	Good	4	15,38%
60-74	Moderate	22	84,62%
0-59	Poor	0	0
Total		26	100

The table 14 above illustrates that the category, frequency, percentage of poetry writing test results using the cooperative method of the jigsaw type in the category was sufficient for 22 people (84.62), good categories obtained by 4 students (15.38%).

- 1) Frequency Distribution of the Raw Score of Poetry Writing Test Results Using the Jigsaw-Type Cooperative Method for Class X-b SMA Sawa Cycle I

**Table 15.** Frequency Distribution of Raw Poetry Writing Test Results in Cycle II

Range Score	Category	Frequency	Percentage
85-100	Excellent	2	7,70
75-84	Good	4	15,38
60-74	Moderate	20	76,92
0-59	Poor	0	0
		26	100

The table 15 above illustrates that the category, frequency, percentage of poetry writing test results using the jigsaw cooperative method in the category is sufficient for 20 students (76.92), good categories obtained by 4 students (15.38%), and excellent categories. obtained by two students (7,70).

### 3.6 Reflection on Cycle I and Cycle II Action

The results of the reflection in the form of a process carried out with students and the teacher aims to discuss the entire learning process in writing poetry in cycle I. In general, the learning process of free poetry writing skills. However, there are still some shortcomings that need to be corrected so that the learning process takes place better. Reflections on the results of the action in the form of this process are presented as follows. The learning process carried out by students of class X-b at SMA Negeri Sawa in writing poetry in the first cycle still experienced obstacles. The constraints referred to are as follows.

- The average student looks stiff during the learning process, especially writing poetry.
- The question and answer process is more dominated by certain students, while other students tend to be silent and do not give any comments,
- Teachers are not evenly distributed in providing guidance, both individually and in groups. The teacher must give and show a form of appreciation (praise or gift) to students as a form of motivation to learn. Therefore, in the next cycle, the guidance must be given evenly.

Regarding writing poetry skills, teachers need to provide better explanations so that students can understand and be able to do them well. Meanwhile, there are still some students who are confused about writing poetry because their understanding of the theory of poetry is very lacking. Evaluation of learning poetry writing skills of class X SMA Negeri Sawa Buru Regency in cycle I, it is known that the students' abilities are categorized as inadequate. This indicates that writing poetry as an effort to improve poetry writing skills of class X-b students of SMA Negeri Sawa Buru Regency has not been successful and shows that learning to write poetry must be continued into cycle II. At the first meeting, the learning of writing poetry skills looked relaxed and not stiff in learning (Beitinger). This happened with the guidance of the teacher so that the students were finally able to write poetry. This empirical data produces a reflection that students must be guided and motivated in learning (Dziedzic et al.). The teacher provides

better explanations so that students can understand and be able to do all assignments with good results. Furthermore, it is necessary to make improvements in the implementation of learning so that the learning process can take place better. Teachers must also be creative and able to motivate students who tend to be silent and passive in class. Also, teachers must make good use of time, give valuable awards to students, increase learning motivation, and provide guidance and guidance equally.

The results of the evaluation of learning free poetry writing skills with the cooperative method of jigsaw type students of class X-b of SMA Negeri Sawa Buru Regency in cycle II, it is known that the ability of students from cycle I to cycle II greatly improved. This success is influenced by the teacher who identifies in detail the mistakes of student work and tells the truth. This of course supports the improvement of the grades obtained by students. The results of the evaluation of learning free poetry writing skills with the cooperative method of jigsaw type students of class X-b of SMA Negeri Sawa Buru Regency in cycle II, it is known that the ability of students from cycle I to cycle II greatly improved. This success is influenced by the teacher who identifies in detail the mistakes of student work and tells the truth. This certainly supports the improvement of the grades obtained by students. The results of the evaluation of learning to write free poetry of class X-b students of SMA Negeri Sawa, Buru Regency, showed an increase in both the learning process and learning outcomes. In addition to students, teachers also experience progress in implementing learning.

#### 4. CONCLUSION

The results of non-test research through observing the results of the teacher and student activity processes also showed positive changes, students were more interested and enthusiastic in learning to write poetry using the jigsaw cooperative method so that it was easy to write poetry. This is evident from the request of some students to repeat the learning method that has been implemented, namely by using the jigsaw cooperative method. By seeing the high rate of increase and student response, it means that the jigsaw-type cooperative method is suitable for SMA / MA or equivalent. The results of the increase in the test results of the cycle I and cycle II of Sawa State Senior High School students in writing free poetry have increased. The increase is satisfying. This is evident in the results of cycle I and cycle tests II. Of the 26 students who were given the test, 11 students (42.30%) had completed a score of 65 and above and 15 students (57.69%) did not complete a score of 65 and below. In the second cycle, it increased to 88.46% or as many as 23 students had completed a score of 65 and above and 3 students (11.54%) had not completed a score of 65 and below.

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