

CHAPTER I INTRODUCTION

1.1. Background

At present now a lot of criticism directed on the teachers' way to teach which put too much emphasis on the mastery of just a number of information or concepts rather than the teaching learning process itself. In general, the process of education and teaching in schools today is still running in the classical style, which means that a teacher in the classroom faces the number of students between 20-40 students in the same time and delivers the same learning materials as well. Teachers often use the same model to the whole students. In this classical teaching, the teachers assume that all students of the class have not different ability, different readiness and different maturity. Actually, each person has different characteristics - different from one to another one. One such individual differences is the ability, so we often found in each class that the students group that has a high, medium and low capability. Nowadays, teachers use the learning models that have not been able to appreciate and accommodate the individual differences of students. In the implementation of the learning process, the teachers teaching by same service for all the students, whether it is for the high, medium and low ability of student. The students have different learning speeds and they can get the service of learning is depended on each of their abilities. Students who are slower still left behind, while students who are faster get the optimal service learning. This learning process that takes place in the class can not encourage students to progress and develop according to each of their abilities.

The results of researcher interviews with a Biology teacher at SMP Negeri 1 Tebing Tinggi, Mrs. Berliana Silitonga, S.Pd., learning process in class is still very less effective. Teacher usually use direct instruction model in learning process. One contributing factor, is that the students less active in the learning process. It can be seen in the learning process, students pay less attention in teaching process, they just listened to the teaching's lectures, did not ask questions on other class activities. The facts that occurred when the learning process is less

enthusiastic following of students in learning activities. When the teacher asked, many students were not able to answer. The students ability to remember newly learned material is very low or they are quickly forget the lesson they just learned. Thus, probably it is why formative test scores of students for organization of life is still below the Kriteria Ketuntasan Minimum (KKM). KKM value in SMP Negeri 1 Tebing Tinggi at VII Class is 75, and that almost all of the students' formative test results below the KKM and also almost all of the students were not active in the class.

There are a number of potential approach to improve this learning process and outcome, namely the teacher's teaching approach, method or model. Cooperative learning comprises "instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content" (Slavin, 1996). Jigsaw learning, one kind of cooperative learning method developed by Aronson in Tran (2012), helps students break learning materials into manageable learning pieces, and then has students teach others the piece they have mastered, consequently combining these pieces into one whole. Jigsaw learning is based on the perspective that each student will first become "an expert" in a small part of the whole learning material, and then teach other students in his group this part of the material.

According to Slavin (1996), jigsaw is considered a very good model candidate to be studied since this model will improve students learning outcomes, the activities of students in the teaching, and learning process. This model is also considered suitable for a medium class size (20 up to 40 students).

The Jigsaw models were developed for narrative materials in the core content areas like social studies, science, literature, and other school subjects in which the goal is to learn concepts rather than skills by Robinson (1991). Heterogeneous groups of students are given sections or chapters of material to read and teach "their topic" or a part of the text to others in their group. The Jigsaw models rely primarily on grade level texts and other printed materials.

According to Jacobs (1997) jigsaw encourages positive interdependence and individual accountability because each member has different resources, which

they must contribute to the group in order for it to successfully complete the task at the end of the activity. Social psychologists believe that by paying attention to these group dynamics factors, educators create an environment in which students feel support from peers, an environment in which they can take risks. Such an environment is essential for thinking.

Based on the description of jigsaw model, it is suitable to apply Jigsaw Cooperative Learning Model in this class for my research. Thus, it can make the effect on student's learning activity and learning outcome in learning process. So my research title is "The Effect of Jigsaw Cooperative Learning Model on Students Learning Activity and Learning Outcome in Organization of Life Topic for Grade VII SMP Negeri 1 Tebingtinggi Academic Year 2013/2014".

1.2. Problem Identification

Based on the above background, the problems can be identified are as follows:

1. The learning model that is used by the teacher nowadays still can not improve students learning activity and learning outcome.
2. The student learning outcome is low, especially in biology subject.
3. Students ability to remember is low, especially in biology subject.
4. Students in the class is not active, so teaching and learning process still very less effective.

1.3. Problem Scope

The problems of this research was limited to the students learning activities and students learning outcome. This research was limited the use of two teaching models namely Jigsaw Cooperative Learning Model and direct instruction model was independent variable. The topic taught in this research was organization of life and the students learning activities and students learning outcome was dependent variable. This research is planned to be carried out in VII Class of SMP Negeri 1 Tebing Tinggi 2013/2014

1.4 Problem Questions

The problems with restrictions on the formulation in this research are:

1. Is there any effect of Jigsaw Cooperative Learning Model on students' learning activity in organization of life topic for grade VII SMP Negeri 1 Tebing Tinggi academic year 2013/2014?
2. Is there any effect of Jigsaw Cooperative Learning Model on students' learning outcome in organization of life topic for grade VII SMP Negeri 1 Tebing Tinggi academic year 2013/2014?

1.5. Research Objectives

Based on the formulation of the problem described above, the objectives of this research to find out:

1. To know the effect of Jigsaw Cooperative Learning Model on students' learning activity in organization of life topic for grade VII SMP Negeri 1 Tebing Tinggi academic year 2013/2014.
2. To know the effect of Jigsaw Cooperative Learning Model on students' learning outcome in organization of life topic for grade VII SMP Negeri 1 Tebing Tinggi academic year 2013/2014.

1.6. Significances of Research

The expected benefits of research in this study are:

1. For researcher, as an input and motivation to carry out the profession as a teacher.
2. For the teachers, as an input especially, for the teachers of biology in selecting appropriate learning method in learning biology.
3. For the students, this research was improve the students learning outcome and also the students learning activities, and the students was work together in group to develop a social skill.
4. For the school, as an input in improving students learning activity and learning outcome.