

The Implementation Of Jigsaw Technique To Teach Poetry Of Buya Hamka

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Abstract: *The objective of this study is to describe teaching and learning poetry meaning activities of Buya Hamka by using jigsaw technique in STKIP PGRI Pasuruan. This study focused on the descriptive qualitative research design. The results of the observation show that the teaching and learning activities by using jigsaw technique run effectively and efficiently. It enables the students get a lot of knowledge and perspective of Buya Hamka poem from their interaction process. They discuss, share, and contribute knowledge each other with the teacher's facilitations. As the result, they get a lot of information of Buya Hamka poem meaning from their home and expert groups.*

Keywords: *Jigsaw Technique, Teaching Poetry of Buya Hamka*

I. Introduction

Poetry is perceived as fictional, it uses specialized language, in many cases it lacks a pragmatic function, and it is also ambiguous (Lethbridge and mildorf, 2003). It is not easy for the students to comprehend poetry ambiguous meaning. Students' comprehensive skill in learning and analyzing poetry to discover ambiguous meaning is still low. Rusmawan (2015) describes the students have low interest in poetry appreciation they prefer to song, as the result students read English poem with a flat tone and rhythm, and having difficulty in understanding the meaning of the poem. The problem in teaching poetry comprehensive skill meaning, the students' identification and classification skill of connotation meaning were low. In addition Dutta (2001) states that In a traditional classroom teaching and learning poetry activities was the teacher like the protagonist in a 'dramatic monologue', speaks before the students who, being silent listeners, have practically got nothing to do other than listening to what the teacher says, no matter whether they understand it or not. This problem can decline the students' interest in comprehending meaning a poetry. Teaching poetry requires an interesting technique that can increase students' passionate in comprehending poetry. The teacher requires an innovative technique to make the students understand easily. Technique is the whole of procedure which is implemented by the teacher (Harmer, 2007:78). Innovative means something new and full of creativity. One of the innovative techniques is jigsaw. It can facilitate the students to learn in peers (Aronson, 2016).

Considering constructivist principles show the learners to get new mind concept from the experience and interaction with their fellow students, teachers and families, therefore, the teacher should make the students interact with the others by using cooperative structure. Nurhadi (2004:116) states jigsaw is the one of teaching techniques s widely suggested and employed. Jigsaw consist of 4-5 students (home teams) are formed and each group is assigned a part of the material to learn and then to teach to the other members in the group

Jigsaw technique is the efficient way to teach poetry comprehensive skill because it can save the teacher's energy and can make the students get more comprehension about poetry meaning by interacting with other students. The class situation is more comfortable. The students have already had the capability to get the knowledge and ready to share or contribute the knowledge based on constructivism views. Students can get new knowledge from working together with their friend as a team work. They can share knowledge with others.

In conducting interactional process, the students' negotiate meaning is necessary to do concerning interaction process in class or society (Tamah, 2007:5). The interactionist argues that the students can get many input of learning language from the interaction process. The teacher is expected to organize the students in order to form the cooperative group learning. Then, the students can often do interaction with another. They discuss, share, and contribute knowledge each other. As a result, they get a lot of input from their group. The teacher merely facilitates them. Thus, it does not spend lots of time to explain. The students have to read and comprehend narrative text themselves in order to report to other members of the group.

Jigsaw technique is like a jigsaw puzzle, the pieces of information fit together to make one picture in the end are giving many benefit in the classroom. First of all, they automatically make available motivation by giving students a reason to communicate: they need their partner's information to finish the activity. Second, they usually involve speaking and pair work which means students get more time speaking than they would one at a time as part of a group Jigsaw is a teaching technique used in small group teaching method. Students of a normal-sized (26- 33 students) class are broken into competency groups.

Each group is given a list of subtopics to research, with individual members of the group breaking off to work with the "experts" of other groups, then returning to their starting body in the role of instructor for their subcategory. This strategy is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. The strategy involves breaking the classroom into small groups of four to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates.

Teacher merely facilitates the students' activity. Teacher must let the students talk although the students make many mistakes. The students are considered as human being that they have a capability to talk and to deliver their idea. Because the teacher often corrects the students in oral or written task intensively, and the way to correct the students' mistake is too strict so that the students are afraid to deliver their idea, and often get criticize from their teacher.

Jigsaw is often done in STKIP PGRI Pasuruan because based on KKNi recommendations; The newest curriculum for university level, the teacher should use an innovative technique. The college of STKIP PGRI Pasuruan is the most favorite private college. The teacher usually gives assignments about comprehending meaning of poetry and uses jigsaw technique. Then, the researcher wants to investigate teaching poetry in comprehensive meaning by using jigsaw technique in comprehending ambiguous meaning on Buya Hamka poetry.

As the problem stated before, the research questions can be stated as the following below:

1. What are the teacher's preparation before implementing jigsaw technique to teach poetry of Buya Hamka in STKIP PGRI Pasuruan
2. How is the implementation of jigsaw technique to teach poetry of Buya Hamka in STKIP PGRI Pasuruan ?

II. Methodology

Based on the objective of the study stated, the suitable design of this research is qualitative research. This research shows the result of observation in the teaching activities phenomenon which has been conducted by the Poetry teacher who teach poetry meaning of Buya Hamka in a natural setting. The data is collected in the form of words, focused on the process of teaching activities, analyzed inductively and explored the meaning of the teacher's experience thus, the suitable strategy selected to investigate research question use qualitative research design (Bogdan and Biklen, 2006). After jigsaw technique had been introduced as teaching technique in classroom, and had been implemented by several meeting, the teacher was recognizable, and the students could do well in jigsaw technique the result is the students can do well in jigsaw technique such as discussion, sharing, and giving contribution knowledge each other, Therefore in this study merely presented information concerning in jigsaw class. There were thirty students involved in this study in each class. They were assigned to collect a friend to form a home group randomly. After they had formed a home group, each group contains five or six students, the teacher give the material about recount text for each student in diverse material. They have to scatter to form a new expert group which is appropriate their material. The students were working the material which has already given in their expert teams formed in the treatment of the jigsaw class. In each expert team, one expert team consisting of five students or six was chosen from the expert teams formed altogether. There were five expert teams from STKIP PGRI Pasuruan. The subject of the study is poetry teacher in STKIP PGRI Pasuruan who implements jigsaw technique to teach poetry comprehensive meaning of Buya Hamka. The subject is chosen under consideration that she was the best teacher in STKIP PGRI Pasuruan. The data are teacher's verbal behaviors (the teacher's talk) the teacher's non verbal behaviors (including body movement and gesture). The sources of the data are the teacher who implements jigsaw technique to teach poetry Buya Hamka comprehensive skill of meaning. This data are used to answer the first and second research questions. The data collection activities were done by taking note the observation sheet and record the teacher's verbal and non verbal behavior during the classroom teaching activities. The data collections in qualitative form therefore; the data should be in word and sentences. The structured observation sheet was used. The researcher had analyzed by identifying the label in form of word. The data analysis was continued after data collection. The obtained data from the observation and interview is analyzed inductively. The data collected were identified, classified, and described to answer the first and the second research question. After the researcher analyzed the data which is needed to answer the research question, the result of the analysis is drawn a conclusion

III. Finding And Discussion

a. The teacher's preparation before implementing jigsaw technique to teach poetry of Buya Hamka in STKIP PGRI Pasuruan

The teaching and learning activities of poetry meaning were followed by thirty students and one teacher. Before the teacher began to teach the poetry subject in the classroom, she should prepare the lesson plan. The lesson plan was described as follow: The standard competence would be achieved by the teacher was developing the students' ability to appreciate and enjoy reading and reciting poems: expressive and emotive

language form that enables them to reflect and contemplate on the topic/idea represented in the poems, practical knowledge of prosody. The teacher formulated the based competence become able to recognize topic/idea represented in the poem. She make the indicator of teaching and learning poetry comprehensive meaning as the below: (1) able to identify, (2) classify, and (3) express a kind of figurative meaning in a poem (4) able to express figurative meanings (5) able to state the theme of a poem. Then, the teacher used teaching method cooperative learning method which is specifically called as jigsaw technique. The teaching and learning poetry comprehensive meaning material is the selection of Buya Hamka poems. She selected the poems based on the students' interest

b. The implementation jigsaw technique to teach poetry of Buya Hamka in STKIP PGRI Pasuruan

In every meeting, the teaching activities can be divided into three parts of activities. They were pre activities, main activities and post activities. Firstly, the teacher attempts to make students familiar with Jigsaw technique in the first meeting. The teacher also described about the rule of Jigsaw and divided the students into home group and expert group. The home group was based on their attendance list. In the first meeting, after the teacher explained about the rule of Jigsaw to the students, the teacher divided the students into home group and asked them to memorize their members. The teacher gave Buya Hamka poems and they should comprehend the poem text. After the teacher gave 5 questions about kind of figurative meaning in a poem and the theme of a poem each student had to choose one questions to discuss in their expert group. After students got the answer of all questions, the teacher asked one of students in each group to present their result and discussed together with the teacher facilitation. The teacher gave the test in the end of second meeting to measure the students' comprehension in discovering poetry meaning of Buya Hamka by using Jigsaw technique. The time allocation was 2 x 50 minutes.

Pre Activities

Firstly, the teacher greeted the students and students answered the teachers' greeting. After that the teacher checked the students' attendance. After that, the teacher stimulated students to follow the lessons by giving some apperception questions which the purpose was to introduce students about the topic of material. Next, the teacher informed the topic of lesson today and explained the objective of lesson. After pre activities, the teaching and learning continued to main activities.

Main activities

The teacher explained about intrinsic element and style of Buya Hamka poem. Besides that, the teacher also explained about the rule of Jigsaw technique. After that, the teacher divided students into home group. The group based on attendance list for the teacher's convenience and save time. There are thirty students, so there are five groups because each group consisted of five or six students. Besides that teacher also divided students into expert group based on the guidance questions. So there were would be five expert groups that consisted of six students in every expert group. The teacher then asked the students to memorize their member because the members of each group will be same until the last meeting. After the students gathered in home group, teacher asked each group to choose the leader. Then the teacher distributed the text which would be discussed today. The material is about discovering connotation meaning of Buya Hamka poem. After all groups got the text, the teacher asked them to read text quickly in two minutes. The teacher asked the students used skimming technique because they had to know the gist quickly. Then teacher gave them the questions about the text. The teacher asked students to choose the questions serially because this way can save time and made students organized well. After students gathered in expert group, teacher gave time to discuss their questions with their partners in expert group. While students discussed with their partner, the teacher observed the students' activeness in their group. Then the teacher asked students to go back into their home group. While students discussed their answer from expert group, the teacher checked each group to know the progress of discussion. The teacher went around to all groups and asked their difficulties. The teacher did this to know the progress of discussion. Then, the teacher discussed the answer together. The teacher asked one of students in each group to present their answer. The teacher also asked students about the difficulties about the material. The students' difficulties are they never use this method, the difficult questions and lack of background knowledge of this poem.

Post Activities

In these activities, the teacher gave feedback by asking the students about the conclusion from their learning activities. Then, the teacher asked them to read more about Buya Hamka poem. The teacher also direct the students to work their task at home

IV. Conclusion

The teacher found that Jigsaw technique could help the students to comprehend poetry meaning of Buya Hamka in STKIP PGRI Pasuruan easier. Jigsaw technique is effective to help students' understanding

Buya Hamka poem if it fulfilled the following criteria: first, students needed to have background on Buya Hamka poem, second, the poem text must be short and familiar, third, the theme must be interesting, fourth, the teacher must be active in checking and monitoring students, and the last it would be better if the teacher uses picture to help the students in comprehending the meaning of the poem. Using Jigsaw in teaching and learning activities gives many advantages to the students and the teacher. Jigsaw technique is believed as being able to give chance for students to be involved in discussion, has courage and critical thinking and is willing to take responsibility of his/her own learning. Their learning process was vivid because they find something new. Jigsaw will help them to understand the meaning of Buya Hamka poem. They do not need to solve the problems of the text such as answering the questions and understanding the connotation meaning of the poem by themselves but they can discuss their difficulties with their friends in expert group. This technique is very useful to them in comprehending poetry connotative meaning. Therefore, it could be concluded that Jigsaw can be implemented in this class and effective in improving students' comprehension in comprehending Buya Hamka connotative poetry meaning.

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