

The Effect Of The Jigsaw Type Cooperative Learning Model On The Writing Skills Of Grade X Students at SMA Negeri 4 Kediri In Negotiation Text Material For The 2024/2025 Academic Year

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ABSTRACT

This study aims to determine the effect of the Jigsaw learning model on the negotiation text writing skills of tenth-grade students at SMA Negeri 4 Kediri in the 2024/2025 academic year. The research uses a quantitative approach with a quasi-experimental design. The subjects consisted of two classes: a control class that did not use the Jigsaw model and an experimental class that applied the Jigsaw model. The instrument used was a negotiation text writing test. The results showed a clear difference in negotiation writing skills between students who learned using the Jigsaw model and those who did not. The average score in the control class was 70.16, while the experimental class scored 79.44. The hypothesis test produced a significance value of 0.001 (< 0.05), indicating that the Jigsaw model had a positive and significant effect on students' negotiation text writing skills. These findings confirm that the Jigsaw model is an effective strategy for improving students' writing abilities.

Keywords : Jigsaw Model, Cooperative Learning, Writing Skills, Negotiation Texts

INTRODUCTION

The curriculum is part of the national education system and is the main means in realizing education programs, both formal and non-formal. The characteristics of the Merdeka learning curriculum include balancing attitudes between social and religious, inspirational curiosity and cooperation (Kaka, 2022). The curriculum aims to create a happy learning atmosphere for teachers and students. Teachers do not treat all students the same, but adjust learning according to their potential and learning style. Merdeka Belajar gives students the freedom to learn comfortably and pleasantly without pressure from the school. Differentiated learning is carried out by paying attention to students' readiness, interests, and learning styles. Teachers also adjust the material, content, and learning environment (Kartini, 2023). In Indonesian language lessons in high school, the learning objectives are to develop language, literature, and thinking skills to support the success of education and the world of work, which is the basis of literacy skills.

Writing skills are productive activities that do not appear automatically, but need to be trained. By writing, students can improve their ability to communicate and think critically for

the future. Writing is not only a morotic activity but also improves mentally, because writing is a means of expressing feelings and thoughts (Suprayogi et al., 2021). Writing skills are complex language activities because they involve various activities and abilities to produce a written text. In writing, students need to pay attention to the structure and elements of writing so that the message conveyed is easy to understand. Negotiation text is one of the writing skills that students must understand (Dalman, 2018).

Writing skills are the ability of individuals to convey ideas, opinions, and feelings to others through the form of writing by paying attention to the completeness of the content, the regularity of the writing structure, the selection of vocabulary, the mastery of language rules, and the use of proper punctuation and spelling (Pitoyo, 2015). Writing skills are the ability and skill in pursuing activities carried out in order to get written results (Hanum & Lily, 2023). From the explanation above, it can be concluded that skills are productive and complex abilities that require linguistic aspects such as content, ideas, writing structure, word choice, grammar and punctuation.

The writing skills of class X students of SMA Negeri 4 Kediri towards negotiation texts are still low. Out of 35 students, 25 got scores that did not meet the minimum completion criteria. This happens because writing is considered difficult due to the lack of learning media and students have difficulty expressing ideas in writing. In addition, limited vocabulary is also the cause of low writing ability. Students will feel bored and inactive when studying.

Negotiation text is a conversation between parties who have different interests to reach an agreement. This text is a form of social interaction to unite different interests (Trianto et al., 2018). Negotiation text is referred to as a bargaining process so that both parties get a fair agreement. So, negotiation text can be concluded as a conversation to reach a mutual agreement (Debby & Mellisa., 2020).

Indonesian language learning has different goals at each stage, so teachers need to adjust their teaching methods. Cooperative learning allows students to work together. In this model, students interact with each other and share information, so there is no distance between students during learning. The jigsaw type cooperative learning model is one type that encourages students to be active and help each other in mastering the subject matter to achieve maximum achievement (Salsabila et al., 2025).). In addition, students also learn to respect other people's opinions and differences. The Jigsaw type cooperative learning model is designed to encourage students to work together while learning. Cooperative learning is a learning strategy in which students work together in small groups of about 5 people with diverse abilities (Simamora et al., 2024).

The jigsaw type cooperative learning model was chosen by the researcher to improve writing skills so that students are more active, willing to participate, and motivated.

The problem formulations of this research include:

- 1) How is the writing skill of negotiation text of grade X students of SMA Negeri 4 Kediri in the 2024/2025 academic year without using jigsaw type cooperative learning model?
- 2) What are the writing skills of negotiation texts of grade X students of SMA Negeri 4 Kediri in the 2024/2025 academic year using the jigsaw type cooperative learning model?

- 3) Is there an effect of using the jigsaw type cooperative learning model on the writing skills of negotiation texts of grade X students of SMA Negeri 4 Kediri in the 2024/2025 academic year?

In general, the purpose of this research is to find out a clear picture of the negotiation text writing skills of class X students of SMA Negeri 4 Kediri in the 2024/2025 academic year. Specific objectives include: (1) To describe the writing skills of negotiation texts of grade X students of SMA Negeri 4 Kediri in the 2024/2025 academic year without using the jigsaw type cooperative learning model; (2) To describe the writing skills of negotiation texts of grade X students of SMA Negeri 4 Kediri in the 2024/2025 academic year by using the jigsaw type cooperative learning model; (3) To describe the effect of using the cooperative learning model on the writing skills of negotiation texts of grade X students of SMA Negeri 4 Kediri in the 2024/2025 academic year.

The hypotheses are temporary answers in this study as follows: (1) The writing skills of negotiation texts on the students of grade X of SMA 4 Negeri Kediri in the 2024/2025 academic year without using the jigsaw type cooperative learning model are low; (2) The writing skills of negotiation texts on the students of grade X of SMA negeri 4 Kediri in the 2024/2025 academic year by using the jigsaw type cooperative learning model are high; (3) There is a positive effect in the application of the jigsaw type cooperative learning model on the writing skills of students on the students of SMA negeri 4 Kediri in the 2024/2025 academic year.

Raja Jasal Saleh (2017) in his research entitled "Improving the Writing Ability of UT Pekanbaru Semester VI Students through the Jigsaw Type Cooperative Learning Model" that using the Jigsaw cooperative learning model can also develop students' skills in writing. This study states that the model used successfully improves students' ability to write. The total number of students who can achieve success shows this. In cycle I, 4 students (18.18%) were in the high category, 18 students (81.82%) were in the medium category and there were no students in the low or very low category. In cycle II in the high category there was an increase of 9 students (40.90%), 18 students (81.82%) were categorized as moderate, and there were no students in the low category. The average score in this cycle was 67.82. In cycle II saw an increase in the average value of each class of 75.23. The similarity with Raja Jasal Saleh's research is the use of the Jigsaw type cooperative learning model. The difference lies in the location of Raja Saleh's research at the Higher Education level while this research is at the Senior High School (SMA) level. Furthermore, Raja Jasal Saleh's research only highlighted the improvement of students' writing skills in general while this research specifically focused on negotiation text writing skills.

METHODS

Quantitative research can be defined as a method based on the philosophy of positivism which is used to study certain quantitative or statistical populations or samples with the aim of testing predetermined hypotheses (Sugiyono, 2019). The method used is Quasi Experimental Research with a pretest-posttest Control Group Design. The Quasi Experimental research method research samples taken are not randomly grouped, but receive the results of the treatment of two samples as they are (Viergiawati et al., 2024). The

population of this study were students of class X SMA Negeri 4 Kediri. The sampling technique in this study was probability sampling, namely using random or random techniques. This study involved two classes, namely, the experimental class and the control class. The purpose is to compare the learning outcomes of both obtained from the student negotiation text writing skills test. Based on the random results, two sample classes were obtained, namely class X-1 as the control group and class X-3 as the experimental group. The experimental class used the Jigsaw Type Cooperative learning model, while the Student Team Achievement Division (STAD) model was used in the control class.

The validity of this research uses construct validity obtained through consultation and assessment from experts, namely lecturers of Indonesian Language and Literature Education at Universitas Nusantara PGRI Kediri. While the reliability test was carried out using the Cronbach's Alpha formula because the instrument was a writing test with an assessment based on several aspects (topic, text content, text structure, language rules, and punctuation). The calculation was carried out with the help of the SPSS version 30 program.

This research procedure includes three stages, namely the initial test, treatment and final test.

1. The initial test (pretest) was a test about negotiation text which was conducted before applying the jigsaw type cooperative learning model. It was to find out the students' negotiation text writing skills. At this stage, it was conducted with one meeting.
2. Treatment The researcher used the application of the jigsaw type cooperative learning model as a learning method in teaching Indonesian language subject matter. This stage was conducted with four meetings. The steps of applying the Jigsaw learning model were as follows:
 - a. The teacher delivered the material about the negotiation text in a language that was easy to understand.
 - b. The teacher organizes learning as desired, forming several study groups, one group consists of 4 students.
 - c. Learners are given an assignment to write a negotiation text.
 - d. Each learner in the group is given the task of writing a negotiation text with a free topic according to their own preferences.
 - e. Members from different groups with the same assignment form new groups (experts) in learning activities.
 - f. Learners carry out learning activities after the expert group discusses, each member returns to the original group and explains to the group members about the results of the discussion of the negotiation text material.
 - g. The teacher invites learners to collect the results of writing negotiation texts.
 - h. The teacher summarizes the learning outcomes.
 - i. The teacher conducts learning evaluation.
3. The final test (posttest) is an activity after the treatment by applying the Jigsaw type cooperative learning model, the final writing test is carried out then continued by identifying the effect of using the model. This stage was conducted with one meeting.

RESULTS

SMA Negeri 4 Kediri is where the research was conducted in the 2024/2025 academic year with class X students as samples. Class X-1 (32 students) as the control class without the Jigsaw model, while the experimental class is class X-3 (36 students) using the Jigsaw model. The purpose of this study was to test the skill of writing negotiation text.

Control Class (Negotiation Text Writing Skills Without Using Jigsaw Type Cooperative Learning Model for Class X Students of SMA Negeri 4 Kediri in the 2024/2025 Academic Year)

Pretest

Table 1. Control class pretest results
Descriptives

		Statistic	Std. Error
Pretest kelas kontrol	Mean	66.25	1.290
	95% Confidence Interval for Mean	Lower Bound	63.62
		Upper Bound	68.88
	5% Trimmed Mean	66.39	
	Median	65.00	
	Variance	53.226	
	Std. Deviation	7.296	
	Minimum	50	
	Maximum	80	
	Range	30	
	Interquartile Range	14	
	Skewness	-.133	.414
	Kurtosis	-.661	.809

Based on table 1, it can be seen that the pretest value of the dick class shows the mean (average) = 66.25, maximum value = 80, minimum value = 50, range = 30 and the number of students 32 class X 1. The results of the pretest of 32 students conducted in the control class related to writing the negotiation text have not reached the standard minimum completeness criteria (KKM) set at 75.

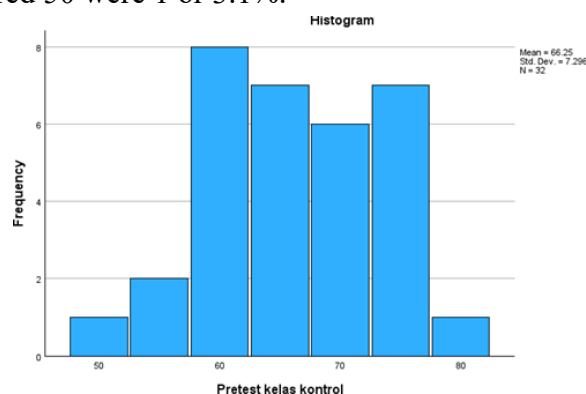
Table. 2. Control class pretest scores
Pretest kelas kontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.1	3.1	3.1
	55	2	6.3	6.3	9.4
	60	8	25.0	25.0	34.4
	65	7	21.9	21.9	56.3
	70	6	18.8	18.8	75.0
	75	7	21.9	21.9	96.9
	80	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Based on table 2 pretest value data obtained by the control class X 1 SMA Negeri 4 Kediri, it can be seen as follows.

- Students who scored 80 as much as 1 or 3.1%.
- Students who scored 75 as many as 7 or 21.9%.
- Students who scored 70 as many as 6 or 18.8%.
- Students who scored 65 were 7 or 21.9%.
- Students who scored 60 were 8 or 25.0%.
- Students who scored 55 were 2 or 6.3%.

g) Students who scored 50 were 1 or 3.1%.



The pretest score of the control class students, namely class X 1 SMA Negeri 4 Kediri, obtained the highest score of 80 while the lowest score was 50. It can be seen that out of 32 students there are 24 students still below the completeness with a score of 50-70. Thus, the control class negotiation text writing skills have not been maximally achieved with the KKM (75) because the average student score is 66.25.

Posttest

Table 3. Control class posttest results

Descriptives		Statistic	Std. Error
Posttest kelas kontrol	Mean	70.16	1.337
	95% Confidence Interval for Mean	Lower Bound 67.43	
		Upper Bound 72.88	
	5% Trimmed Mean	70.17	
	Median	70.00	
	Variance	57.233	
	Std. Deviation	7.565	
	Minimum	55	
	Maximum	85	
	Range	30	
	Interquartile Range	10	
	Skewness	-.056	.414
	Kurtosis	-.809	.809

The control class posttest results in table 3 show an average mean score of 70.16, with 85 as the highest score, 55 as the lowest score, a score range of 30, and a total of 32 students from class X-1.

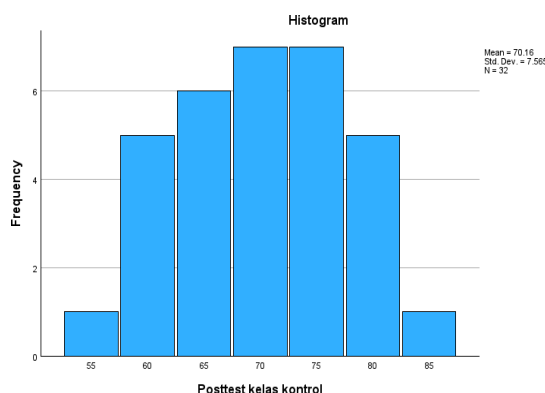
Table 4. Control Class Posttest Score

Posttest kelas kontrol					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.1	3.1	3.1
	60	5	15.6	15.6	18.8
	65	6	18.8	18.8	37.5
	70	7	21.9	21.9	59.4
	75	7	21.9	21.9	81.3
	80	5	15.6	15.6	96.9
	85	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Posttest value data in table 4 obtained by the control class X 1 SMA Negeri 4 Kediri in the 2024/2025 academic year is known, namely.

- 1) Students who get a score of 85 as many as 1 student or 3.1%.
- 2) Students who get a score of 80 as many as 5 students or 15.6%.

- 3) Students who get a score of 75 as many as 7 students or 21.9%.
- 4) Students who get a score of 70 are 7 students or 21.9%.
- 5) Students who get a score of 65 are 6 students or 18.8%.
- 6) Students who get a score of 60 are 5 students or 15.6%.
- 7) Students who get a score of 55 are 1 student or 3.1%.



Based on the data, the posttest score of 85 was the highest score while the lowest score was 55. Of the 32 students who were below completeness with grades 50-70, there were 19 students. Thus, writing skills in the control class of negotiation text material have not been maximally achieved with the KKM (75) because the average student score is 70.16.

Experiment Class (Negotiation Text Writing Skills Using Jigsaw Type Cooperative Learning Model for Class X Students of SMA Negeri 4 Kediri in the 2024/2025 Academic Year)

Pretest

Table 5. Experimental class pretest results
Descriptives

		Statistic	Std. Error
Pretest kelas eksperimen	Mean	64.44	1.256
	95% Confidence Interval for Mean	Lower Bound	61.89
		Upper Bound	67.00
	5% Trimmed Mean	64.51	
	Median	65.00	
	Variance	56.825	
	Std. Deviation	7.538	
	Minimum	50	
	Maximum	80	
	Range	30	
	Interquartile Range	10	
	Skewness	-.172	.393
	Kurtosis	-.403	.768

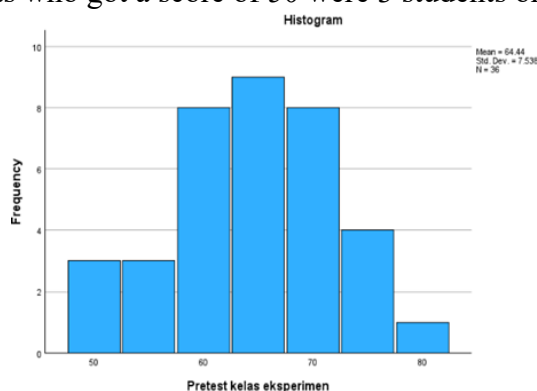
Based on table 5, it can be seen that the experimental class values show a mean (average) = 64.44, maximum value = 80, minimum value = 50, range 30 and the number of students 36 class X 3. The table shows that the results of the pretest scores of 36 students in the experimental class who were given a test to write a negotiation text that had not reached the set assessment standard of 75.

Table 6. Experimental class pretest scores
Pretest kelas eksperimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	8.3	8.3	8.3
	55	3	8.3	8.3	16.7
	60	8	22.2	22.2	38.9
	65	9	25.0	25.0	63.9
	70	8	22.2	22.2	86.1
	75	4	11.1	11.1	97.2
	80	1	2.8	2.8	100.0
Total		36	100.0	100.0	

Based on table 6 pretest value data obtained by the experimental class X 1 SMA Negeri 4 Kediri in the 2024/2025 academic year, it can be seen as follows.

- 1) Of the 36 students who got a score of 80 as many as 1 student or 2.8%.
- 2) Of the 36 students who got a score of 75 as many as 4 students or 11.1%.
- 3) Of the 36 students who got a score of 70 were 8 students or 22.2%.
- 4) Of the 36 students who got a score of 65 were 9 students or 25.0%.
- 5) Of the 36 students who got a score of 60 were 8 students or 22.2%.
- 6) Of the 36 students who got a score of 55 were 3 students or 8.3%.
- 7) Of the 36 students who got a score of 50 were 3 students or 8.3%.



The pretest score of the experimental class X 3 SMA Negeri Kediri showed the highest score of 80 while the lowest score was 50. Of the 32 students who were below the completeness with a score of 50-70 were 19 students. Thus the experimental class negotiation text writing skills have not been maximally achieved with the KKM (75) because the average student score is 66.44.

Table 7. Experimental class pretest results
Descriptives

			Statistic	Std. Error
Posttest kelas eksperimen	Mean		79.44	1.192
	95% Confidence Interval for Mean	Lower Bound	77.03	
		Upper Bound	81.86	
	5% Trimmed Mean		79.51	
	Median		80.00	
	Variance		51.111	
	Std. Deviation		7.149	
	Minimum		65	
	Maximum		95	
	Range		30	
	Interquartile Range		10	
	Skewness		-.105	.393
	Kurtosis		-.336	.768

Based on table 7, the results of the posttest scores of the experimental class can be seen that the mean (average) = 79.44, maximum value = 95, minimum value = 65, range 30, and the number of students 36 class X 3.

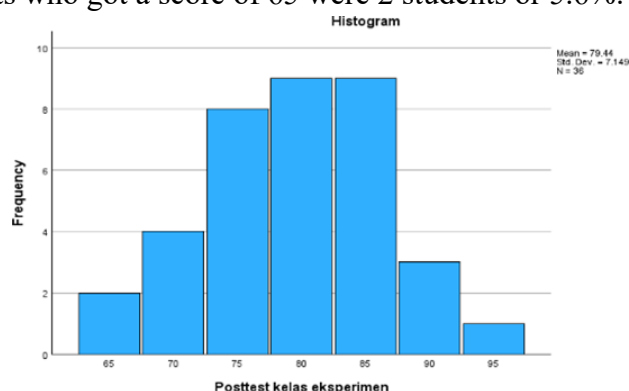
The results of the experimental class using the jigsaw type cooperative learning model for writing negotiation texts have met the established KKM standard of 75. The average value of the students' pretest has increased compared to the average value of the posttest. This shows a positive development in students' achievement after being given treatment by using the jigsaw type cooperative learning model.

Table 8. Experimental Class Posttest Score

Posttest kelas eksperimen					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	5.6	5.6	5.6
	70	4	11.1	11.1	16.7
	75	8	22.2	22.2	38.9
	80	9	25.0	25.0	63.9
	85	9	25.0	25.0	88.9
	90	3	8.3	8.3	97.2
	95	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Based on 8 posttest value data obtained by class X 3 SMA Negeri 4 Kediri in the 2024/2025 academic year as an experimental class, it can be seen that.

- 1) Of the 36 students who got a score of 95 as many as 1 student or 2.8%.
- 2) Of the 36 students who got a score of 90 as many as 3 students or 8.3%.
- 3) Of the 36 students who scored 85 were 9 students or 25.0%.
- 4) Of the 36 students who got a score of 80 were 9 students or 25.0%.
- 5) Of the 36 students who scored 75 were 8 students or 22.2%.
- 6) Of the 36 students who got a score of 70 were 4 students or 11.1%.
- 7) Of the 36 students who got a score of 65 were 2 students or 5.6%.



Based on the data of posttest scores obtained by students of class X 3 SMA Negeri 4 Kediri, the lowest score is 65 and the highest score is 95. From the data, it is known that out of 36 students there are students who are below completeness with scores below completeness totaling 6 students. Thus the results of writing using the jigsaw type cooperative learning model of students in class X 3 SMA Negeri 4 Kediri have reached the maximum student learning target with KKM (75) because the average value is 79.4.

Normality Test of Data

The research data was examined to ensure normal distribution using the Kolmogorov-Smirnov test, the tool used for the Kolmogorov-Smirnov test was SPSS version 3.0. In the data normality test, the decision criteria are as follows. Data is considered normal if the sig value is greater than 0.05

Table 9. Data normality test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil keterampilan menulis teks negosiasi siswa	Pretest kelas eksperimen	.140	36	.070	.952	36	.121
	Pretest kelas kontrol	.148	32	.073	.942	32	.085
	Posttest kelas eksperimen	.143	36	.062	.955	36	.151
	Posttest kelas kontrol	.145	32	.084	.950	32	.146

a. Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov Table, the pretest significance value of 0.70 is the result of the experimental class then the posttest of 0.73 is the control class. Posttest 0.62 is the result of the experimental class then posttest 0.84 is the result of the control class. The data is declared normal because the results of all values are above 0.05.

Homogeneity Test of Data

homogeneity test was conducted to ensure that the variation between population samples had the same level of uniformity after verification of following a normal distribution.

Table 10. Data Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil keterampilan menulis teks negosiasi siswa	Based on Mean	.079	3	132	.971
	Based on Median	.088	3	132	.966
	Based on Median and with adjusted df	.088	3	131.314	.966
	Based on trimmed mean	.088	3	132	.967

Table 10 shows the homogeneity test with a significance value based on the mean is 0.971 (> 0.05), so the data is declared homogeneous.

Hypothesis Test t-test (Independent sample t-tests)

In testing the formulation of problem number 3, the t-test with Independent sample t-test is used as follows.

Table 11. Hypothesis Test (Independent sample t-test)

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Posttest Kelas Eksperimen	Equal variances assumed	.183	.670	5.203	66	<.001	<.001	9.288	1.785	5.724	12.852
Posttest kelas kontrol	Equal variances not assumed			5.186	64.020	<.001	<.001	9.288	1.791	5.710	12.866

Based on table 11, the significance value of <0.001 is smaller than 0.05. It is also known that the calculated t value of 5.203 is greater than the t table at df 66 with a significance level of 0.05 which is 1.668. So it can be concluded that the Jigsaw learning model has an impact on the writing skills of negotiation texts of class X students of SMA Negeri 4 Kediri.

DISCUSSION

Negotiation Text Writing Skills without Jigsaw Type Cooperative Learning Model for Class X Students of SMA Negeri 4 Kediri in the 2024/2025 Academic Year.

The significance value of the t-test results is $0.84 > 0.05$, which means that there is no significant effect between the students' pretest and posttest results. The average posttest score only increased slightly, but was still below the Minimum Completion Criteria (KKM). This condition shows that conventional learning is not able to encourage maximum improvement in writing skills.

Research from Raja Jasal Saleh (2017) also confirms that conventional learning strategies are unable to encourage students to actively participate, especially in productive skills such as writing. In his research, Raja Jasal Saleh found that learning that involves group work, discussion, and exchange of opinions is able to improve students' writing skills significantly, because through social interaction, students more easily understand the content and structure of the text and obtain ideas from fellow friends.

Thus the results of the control class in this study prove that the absence of cooperative learning models such as Jigsaw contributes to low student learning outcomes, as has also been proven by previous studies. Innovations in learning models are needed to create a more active, interesting learning process, and encourage students' real thinking and writing skills.

Negotiation Text Writing Skills Using the Jigsaw Type Cooperative Learning Model for Class X Students of SMA Negeri 4 Kediri in the 2024/2025 Academic Year.

The significance test results showed a value of $0.064 > 0.05$, which is statistically above the significance limit. Even so, the consistent increase in scores and the active involvement of students during the learning process show that the Jigsaw model still provides a real positive influence in the teaching and learning process, especially in developing writing skills.

Raja Jasal Saleh's (2017) research emphasizes that cooperation-based learning models such as Jigsaw are able to improve students' abilities in aspects of writing organization, cohesion, and clarity of ideas which found that when students learn to write through social interaction in groups, there will be a significant improvement in the way they build coherent and logical paragraphs. Thus, although the statistical significance value has not shown a number below

0.05, the results of this study still show that the Jigsaw type cooperative learning model has a positive impact on improving students' negotiation text writing skills.

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CONCLUSION

The results of data analysis show that the ability to write negotiation texts owned by SMA Negeri 4 Kediri class X students without the Jigsaw model has an average score of 70.16, still below the KKM. While the use of the Jigsaw type cooperative learning model on students shows the results of an average score of 79.44 exceeding the KKM. Hypothesis testing showed that the Jigsaw model had a positive and significant effect on negotiation text writing skills, with a significance value of 0.001 (smaller than 0.05).

The implication of this study is to strengthen learning, especially in the jigsaw model which emphasizes collaborative learning based on individual and group responsibility. The findings show that students are active in small group discussions and are responsible for explaining the material to their friends to improve critical thinking skills, argumentative, and the ability to write text logically and systematically. The limitation of this study lies in the sample of students of class X SMA Negeri 4 Kediri with a certain number of samples. So the results of this study may not be generalizable to all grade levels, schools, or regions that have different characteristics.

Suggestions for future research in the future should involve more schools, grade levels, and different regions so that the results of the study can be generalized more widely. Furthermore, it can try to combine the Jigsaw model with other learning strategies or media (for example interactive digital media) to increase student motivation and learning outcomes.

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