STUDENTS’ PERCEPTIONS TOWARD THE USE OF JIGSAW TECHNIQUE AS A READING ACTIVITY IN JUNIOR HIGH SCHOOL

THESIS
Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan

Indah Dwi Sucia
112015032
ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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This study aims to investigate students’ perceptions toward the use of jigsaw technique as a reading activity. The participants of this study were 105 junior high school students from grade 7 and 8. This study used questionnaire to collect the data. The results show that the majority of the students have a positive feeling, opinion and behavior towards the use of jigsaw technique as a reading activity. The results also showed that there is no significant difference of perceptions between grade 7 and 8 students. This study might give insights for teachers to choose an appropriate technique in reading activity that would be beneficial for students. By conducting this research, it is expected that junior high school teachers could understand students’ perceptions toward the use of jigsaw technique in reading and they will be able to reconsider whether they want to maintain this technique or not in students’ reading activity.

**Keywords:** Reading, Jigsaw Technique, Students’ Perceptions

**INTRODUCTION**

Reading is a fundamental aspect in today’s society. As a point of fact, reading has become a part of our lives and cannot be separated from our daily activities. Reading can be done through many kinds of media: newspapers, magazines, announcements, etc. For students, reading has an important role in their learning process. Through reading, students can develop their critical thinking ability, enrich their knowledge and gain new information. According to Joycey (2006), reading is an active skill, in which the reader interacts with the text being read. Additionally, reading is a skill that students must have and they should understand what they read. Mathewson (1985) states that children not only need to have good attitude in reading but they also need good motivation in reading (p. 842). This can be related to the common reason why students do not like reading
because they are not accustomed to reading and they have no motivation in reading.

Because of these reasons, teachers need to use many different kinds of techniques and efforts to make students obtain high achievements in reading. Teachers also need to think of how to make a reading activity more enjoyable and interesting without ignoring the real objective of reading. Reading activity can be done by using appropriate techniques to make students interested and motivated. According to Lie (2002 as cited in Hanafi, 2015, p. 4) there are some cooperative learning methods that can be used in a reading classroom such as jigsaw, Think-Pair-Share, students’ team achievement division, Round Robin/Roundtable, and Numbered Head Together (NHT). One of the techniques that could probably raise students’ prior knowledge is Jigsaw technique. Hence, this study seeks to investigate this technique because it is one of the cooperative learning methods that might be appropriate for building students’ reading skills and it also allows students in any level of competence to participate actively in the class.

Based on the researcher’s experience before conducting this research, jigsaw technique was used as a part of reading activity in the classroom, and it could be an aid in students’ responsibility development because they have to explain what they read to the other group members. Not only that, student also need to make sure that other students understood about what they have explained. The researcher’s statement is supported by Slavin (2011) that when using jigsaw technique, students must be responsible for their own learning and other group members’ learning. In other words, when using the jigsaw technique, students
should ensure that the other members in their group understand what they have learned. Taking a kind of responsibility like this may not be easy, especially for junior high school students.

There have been many studies investigating the effects and benefits of using jigsaw technique in reading but there are still a few studies that investigated the students’ perceptions on the use of jigsaw as a reading activity. Hence, in the recent discussion, the issue is about how the students feel and think of jigsaw technique because not many people know the students’ perceptions toward the use of jigsaw technique as a reading activity. The perceptions may be different from one to another because of different reasons. So, it is important to know students’ perception on the impact of using jigsaw technique in reading activity.

Based on the rationales mentioned above, the aim of this study is to investigate students’ perceptions toward the use of jigsaw technique as a reading activity. By conducting this research, it is expected that junior high school teachers could understand students’ perceptions toward the use of jigsaw technique in reading and they will be able to reconsider whether they want to maintain this technique or not. Hence, this study seeks to address the following research question: what are the perceptions of junior high school students toward the use of jigsaw technique as a reading activity? Is there any difference of perceptions between grade 7 and 8?
LITERATURE REVIEW

The following section describes the relevant literature on students’ perception, reading, jigsaw technique, and jigsaw technique as a reading activity.

Students’ Perceptions

As a teacher, it is necessary to consider students’ perceptions on what they are learning. It gives teachers opportunity to carefully consider the needs of the students. Students’ perceptions are related to their thoughts, beliefs, and feelings about people, situations, and events including the conditions in the classroom (Winten, 2011). Marzano (1997) stated that students’ positive and negative perceptions to the teacher, peers, and the technique of the teaching will influence the learning activities. In other words, student’s perception refers to the emotion and opinion that a student has toward the learning experience. Shavelson (1972) stated that students’ perceptions are formed through experience and environment that is influenced by reinforcements from the teacher, significant evaluation by others, and the influence of someone in others’ behavior. In another point, there are many factors that influence students’ perceptions in the learning process.

Reading

Reading is an essential skill that has become one of the keys in achieving educational success. Nunan (2003) defines reading as the process of identification and interpretation that requires the reader's knowledge of the language structure used in the text and his or her knowledge of a particular topic. Alyousef (2006) states that reading is a process of interaction between a reader and a text that leads
to reading fluency. According to Pang (2003), reading is a complex activity in understanding written text that involves the perception of the reader and also consists of word recognition and understanding process. In other words, word recognition refers to the process of being aware of how a text fits one's spoken language. Understanding is the process of making words, sentences, and texts that are connected and understandable to the reader. From the definitions above, it can be concluded that the concept of reading is a process of understanding a written linguistic text.

**Jigsaw Technique**

Jigsaw technique was introduced by Aronson et al. in 1978 (Winten, 2013). Jigsaw technique is one of the activities in promoting cooperative learning. Cooperative learning can be defined as a method of instruction that has students working together in groups, usually with the goal of completing a specific task (Slavin, 2011). This technique helps students develop their leadership skills and ability to work with others as a team. Coelho (1992) mentioned that, “Jigsaw provides an excellent learning environment for the acquisition of language through relevant content, the development of academic skills through carefully structured reading and writing activities, and the exploration of relevant content through the use of purposeful talk in the classroom” (p. 3). The jigsaw technique is used to replace the competitive behavior in the classroom with cooperative behavior (Aronson & Patnoe, 1997). Additionally, jigsaw technique is used to change students’ mindset of classroom competition into a collaborative mindset.
In short, the Jigsaw technique emphasizes on the cooperation and shared responsibility in the classroom.

Perkins and Saris (2001) stated that jigsaw technique is created for students to reduce the importance of competition in classrooms, especially in the classrooms where there are some significant differences between active and passive students. In Jigsaw technique, students are divided into groups. Each group member is given a different part of the material. Then all students from various groups with the same learning material would gather around and form "expert groups" to discuss and communicate with each other until they are able to master the material. Then, students return to their home group to present material to other members of their group (Mengduo & Xiaoling, 2010). In other words, Jigsaw technique emphasizes collaboration and shared responsibility in groups and the success of each group depends on the participation of each individual in completing their assignments. Every student has the responsibility to make their group members understand the material well.

In this technique, students become the focus of the teaching process. In teaching using the jigsaw technique, the role of the students is to seek information, solve problems, activate the previous experiences and relate it to new experiences and situations. Saker (2015) stated that in this technique, students are considered as permanent researchers. Unlike their role in traditional teaching methods where students are constrained to receiving information and memorizing the materials without seeking detailed information and relating it to other
situations. In jigsaw technique, students are expected to be active in class, and they are asked to take responsibility in their learning process.

**Why Jigsaw Technique?**

Aronson (2005) as cited in Tamah (2007) stated that Jigsaw is an efficient way of learning and it also has some benefits such as students have the opportunity to teach themselves, instead of having the material presented to them. Besides that, students take the responsibility to make themselves comprehend what they have learned in class. Lie (2000 as cited in Hanafi, 2015, p. 5) also mentioned that jigsaw technique could bring many benefits like improving students’ motivation, enhancing the enjoyment of learning experience, decreasing anxiety, and also developing self-esteem. According to Mengduo and Xiaoling (2010) jigsaw technique in a classroom reduces students' anxiety to participate in class activities and maximizes students’ confidence. So, it can be concluded that jigsaw technique is an effective way to increase student participation and enthusiasm in the classroom.

**Jigsaw Technique as a Reading Activity**

Keeping students motivated in reading is quite difficult because usually students are only asked to answer questions given by the teacher and they do not play an active role in the teaching and learning activities. Teachers also need to use techniques that allow students to work with each other to achieve their educational goals and simultaneously, to develop interaction between students in an interesting and challenging environment (Winten, 2013). Jigsaw technique can also help students communicate with one another if they encounter problems in
reading the text because students often face problems in the process of understanding a text, for example; difficult words, comprehension of sentences and how to read the word or sentences correctly. According to Winten (2013), jigsaw reading technique is defined as the technique used by the teachers to improve students’ reading comprehension, for example through clarifying, recalling, prior knowledge, hearing information, questioning and summarizing.

THE STUDY

This section describes the context of the study, participants, instrument, data collection procedure, and data analysis procedure. The research question in this study is: ‘What are the perceptions of junior high school students toward the use of jigsaw technique as a reading activity? Is there any difference of perceptions between students of grade 7 and 8?’

The context of the study

This research was conducted in SMP Kristen Satya Wacana Salatiga, Central Java, Indonesia. This school was chosen because it is one of the favorite private schools in Salatiga. Not only that, the other reason was because jigsaw technique is rarely used in students’ reading activity in that school. Therefore, the researcher was interested to investigate the students’ perception toward the use of jigsaw technique as a reading activity in that school. The data collection was done in the first semester of 2018-2019 academic year.
Participants

The total number of the participants were 105 students taken from all classes in grade 7 and 8. There were 61 (22 male and 36 female) students from grade 7 and 44 students (21 male and 23 female) from grade 8. Their age ranges from 12-14 years old. The data were taken only from grade 7 and 8 because they did not have to focus for the national examination preparation.

Data Collection Instrument

The instrument used to obtain the data was a questionnaire because data with a large number of students could be collected in just a short time. This study used questionnaire to see the perception of students toward the use of jigsaw technique as a reading activity based on negative (disagree and strongly disagree) and positive (agree and strongly agree) perceptions. There were two kinds of questions included in the questionnaire: open-ended questions and close-ended questions. The researcher used 3 open-ended questions and 10 close ended questions. The questionnaire was adapted from Winten (2013). However, it was modified and adjusted to the context of the study.

Data collection procedures

The pilot study started on November 22, 2018. The researcher did a piloting procedure by distributing questionnaires to 15 students who had the same characteristics as the real participants of this study. The purpose of the piloting was to measure the appropriateness of the questions. After conducting the pilot study, it was found that some questions were not appropriate. After the researcher
revised the questions, the questionnaire was ready to distribute to the real participants. In obtaining the data, firstly the researcher taught students of grade 7 and 8 using jigsaw technique in their reading activity. After the teaching activity, the key points of directions to answer the questionnaire were explained. The questionnaires were distributed to the participants, and they were asked to complete the questionnaires. The participants were then asked to rate each questionnaire item of the use of jigsaw technique as a reading activity with the scale of: strongly disagree, disagree, agree and strongly agree. The participants filled out the questionnaire and submitted it on the same day. The participants were asked to complete 10 close-ended questions and 3 open-ended questions on their perceptions of the use of jigsaw technique as a reading activity. (Appendix 1)

Data analysis

After obtaining the needed data, the researcher analyzed and categorized the students’ answers. The data were calculated in percentage to show the students’ perception toward the use of jigsaw technique as a reading activity. The results were interpreted based on the calculation. Then, the data were combined into four subheadings where it indicated the participants’ feelings, opinion, behaviors and difficulties toward the use of jigsaw technique as a reading activity. After obtaining the data, the questionnaire results were divided into 2 parts. The first one was the result from grade 7 students and the second one was from students of grade 8. The purpose of dividing the results into 2 parts was to know whether the data from both grades had significant differences or not.
FINDINGS AND DISCUSSIONS

Students’ feelings toward the use of jigsaw technique as a reading activity

There were 2 statements mentioned in the questionnaire in regard to students’ feelings toward the use of jigsaw technique as a reading activity. The students’ responses for the first two statements are presented in figure 1 for grade 7 and figure 2 for grade 8.

In relation to the first statement, “the use of jigsaw technique as a reading activity is fun”, figure 1 and figure 2 indicates that more than 50% students of grade 7 and 8 gave positive responses to the statement. The data in figure 1 shows that 62% students agreed and 31% strongly agreed with that statement. The result was also similar with the statement from grade 8 where 75% and 18% of the students agreed and strongly agreed that the use of jigsaw technique in reading is fun and only a few students showed negative responses to the statements.
Therefore, the results for the first statement showed that students gave positive responses to the statement and there was no significant difference between grade 7 and 8.

Next, in the second statement of “Students like to use jigsaw technique as a reading activity” as shown by figure 1, 92% students admitted that they like to use jigsaw technique as their reading activity and only 8% of the students gave negative responses to the statement. Moreover, from grade 8 in figure 2, 91% of the students also gave positive responses to the statement and only 9% disagreed. It means that more than half of the students in both grades admitted that they like to use jigsaw technique as their reading activity.

Furthermore, students’ positive responses toward their feelings on the use of jigsaw technique as a reading activity are supported by the open-ended question number 11 “How is your impression when using jigsaw technique as a reading activity?”, it could be seen by statements from the students that mentioned below:

- “Jigsaw itu menyenangkan” (participant 11, grade 7)
  “the use of jigsaw is fun”
- “saya suka menggunakan jigsaw, karena mengasyikkan” (participant 32, grade 7)
  “I like to use jigsaw because it is fun”
- “sangat menarik karena aku dan temanku dapat bertukar informasi” (participant 14, grade 8)
  “it is very interesting because my friends and I can share information”
- “Menggunakan teknik jigsaw itu menyenangkan dan saya dapat memahami isi bacaan dengan mudah”. (participant 24, grade 8)
  “the use of jigsaw technique is fun and I can comprehend the content of the text”
This finding is supported by Fennel in his study (1992) that “Most of the students enjoyed being in the lesson with the jigsaw method and found it beneficial”. In other words, almost all of the students enjoyed and found the benefits of the use of jigsaw as their learning activity. Based on the statements of the students in grade 7 and 8 above, it is shown that most of the students felt that the use of jigsaw technique as a reading activity was fun and they liked using it. It could also be seen that there were no significant differences between both grades because all of them showed positive responses to tell their feelings.

Students’ responses were consistent when they were asked negative statement as statement number 3 of the questionnaire. Figure 3 and 4 shows interesting finding that most of the students chose “disagree” to statement number 3. This statement says that “the use of jigsaw technique as a reading activity make students feel bored”.

![Figure 2 students grade 7 feel bored with the use of jigsaw as a reading activity](image)

![Figure 4 students grade 8 feel bored with the use of jigsaw as a reading activity](image)
From the table above, it can be seen that there were 54% students of grade 7 disagreed and 16% strongly disagreed with the statement. Not only that, students grade 8 also gave similar responses where 61% students disagreed and 14% strongly disagreed that the use of jigsaw technique made them bored. However, there were 29% students in grade 7 and 25% students in grade 8 who felt that the use of jigsaw technique as a reading activity made them bored. It could be highlighted that statement number 3 is related to statement number 1 and the students’ answers were a bit in consistent because in statement 1 only 7% students of grade 7 and 7% students of grade 8 thought that the use of jigsaw technique as a reading activity is not fun. Although there were some students who were not consistent in giving responses to the statement, the finding was persistent because more than half of the students show that they did not feel bored. Similar with the statement number 1 and 2, statement number 3 also supported by the open-ended question number 11. Below were some statements from students grade 7:

- “menggunakan teknik jigsaw dalam membaca itu seru, karena tidak membuat bosan” (student 16)
  “using jigsaw technique in reading is fun because it does not make me bored”
- “saya tidak merasa bosan” (student 13)
  “I am not feel bored”

Furthermore, students in grade 8 also stated:

- “menarik karena tidak membosankan” (student 13)
  “interesting because it is not boring”
- “saya tidak merasa bosan menggunakan teknik ini dalam membaca” (student 1)
  “I am not feel bored to use this technique in reading”
According to Francis (2013) using jigsaw activity makes students less bored compared to using traditional activity. Moreover, the use of jigsaw technique does not make students feel bored and it made them enjoy reading more. It can be concluded that most of the students enjoyed doing jigsaw as their reading activity.

**Students’ opinion toward the use of jigsaw technique as a reading activity**

There are six statements from the questionnaire that explore students’ opinion toward the use of jigsaw as a reading activity. Based on the graphic below, figure 5 and 6 represents students’ opinion toward the use of jigsaw technique as a reading activity from grade 7 and 8.

**Grade 7**

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<td>13%</td>
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<tr>
<td>18%</td>
<td>15%</td>
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**Figure 5 students’ opinion from grade 7 toward the use of jigsaw technique as a reading activity**
In regard to the fourth statement “Reading activity by using jigsaw technique makes me more focus to read”, more than half of the students thought that they can be more focused in reading by using the jigsaw technique. Related to figure 5, 78% of the students gave positive responses to the statement. Meanwhile, only 22% of the students thought that jigsaw technique did not make them focused in reading. Moreover, based on figure 6 for grade 8 students, 86% of the students agreed and 5% strongly agreed to the statement. Only 22% of the students stated that they disagreed to the statement.

Further, questionnaire item number 5 asks about “The use of jigsaw technique as a reading activity developing ability in reading”. Most students agreed that jigsaw technique helped students in developing their ability in reading. It was proven by the percentage of the grade 7 students in figure 4 where 70% of them chose agree and 18% chose strongly agree and from grade 8 in figure 5, 64% chose agree and 23% students chose strongly disagree. This means that there were
more than half of the number of the students in both grades who had positive responses to the statement.

Statement number 6 “Reading activity by using jigsaw technique makes me more excited to read” in figure 5 got around 85% of positive responses from the students of grade 7. Furthermore, in figure 6, 87% grade 8 students thought that reading activity by using jigsaw technique made them more excited to read. Besides that, only 10% of grade 7 students and 14% grade 8 students gave negative respond. It can be concluded that more than half of the students of grade 7 and students of grade 8 thought that they could develop their ability in reading by using the jigsaw technique.

The findings for statement number 7 of “The use of jigsaw technique as a reading activity make students easier to comprehend all content of the text” indicate that 90% of grade 7 students in figure 5 gave positive responses to the statement. There were only some students who disagreed with the statement. Besides that, the percentage of the grade 8 students in figure 6 shows that 85% of the students displayed positive responses to the statement.

As for statement number 8 “I become more confident when I explain what I have read to my friends” to see whether there were significant differences between grade 7 and 8 or not, the obtained data shows that 85% of the grade 7 students admitted that they were more confident to explain about what they had read in the text. Furthermore, 61% of students grade 8 admitted that they were more confident to explain about what they have gained from the text to others.
As seen in the figures above for statement number 9 “The used of jigsaw technique as a reading activity makes me easier to remember the content of the text” 77% of grade 7 students in figure 5 and 70% of grade 8 students in figure 6 thought that the use of jigsaw technique as a reading activity made it easier for them to remember the content of the text. Then, only 23% grade 7 students in figure 5 and 30% grade 8 students in figure 6 that gave negative responses to the statement, so it could be seen that majority of students tend to gave positive respond to this statement.

Related to the second section on students’ opinion toward the use of jigsaw technique as a reading activity, Marzano (1997) stated that students’ positive and negative perceptions to their teacher, peers, and the technique of the teaching will influence the learning activities. Thus, based on the findings from the statement number 4 until 9, we can see that most of the students gave positive responses toward the use of jigsaw technique in their reading activity.

**Students’ behavior toward the use of jigsaw technique as a reading activity**

This section shows the findings on the students’ behaviors that are related with the use of jigsaw technique as a reading activity. According to Cambridge dictionary, the definition of behavior is “the way that someone or something behaves in particular situation”.
Figure 7 students’ behavior from grade 7 toward the use of jigsaw technique as a reading activity

Figure 8 students’ behavior from grade 8 toward the use of jigsaw technique as a reading activity

As seen in the figures above, statement number 10 “students are reluctant to ask questions if they still do not understand the meaning of the text” was asked to know students’ perception related to their behavior. According to Case (2019), “The reasons why students might be reluctant to ask questions are mainly connected to shyness, language problems, relevance, and the teacher’s and students’ roles”. However, the statement from case is not happened in this research because students’ responses indicate that most of them “disagree” to the statement. Based on the data, around 62% grade 7 students and 77% grade 8 students tend to show that they are brave to ask questions. Then, there is a follow up question from question number 13 “How to face the problem?” to know more about students’ behavior. Below participants’ thought that support that most of them were not reluctant to ask questions;

- “kalau saya belum paham, saya bertanya kepada teman atau guru” (participant 27, grade 7)
  “if I do not understand, I asked to my friends or my teacher”
It can be concluded that most of the students are brave to ask question to others.

**Students’ difficulties during reading text by using jigsaw technique**

This section presents students’ difficulties during their reading activity by using jigsaw technique. The question was taken from the open-ended question number 12 “What kind of difficulty that you faced when using jigsaw technique as a reading activity?” There were 33 students from 61 students in grade 7 who had difficulties in reading. Not only that, from 44 grade 8 students, there were 30 students who had difficulties in reading. Both grade 7 and 8 had similar difficulties because most of their struggles were about not knowing the meaning of some vocabulary that they found in the text. This can be seen through some participants’ statements on their difficulties during reading activity;

- “saya biasanya brtanya kepada guru kalau ada yang sulit kata-katanya” (participant 14, grade 8)
  “I usually asked to my teacher if there are difficult words”

Hancook (1998) as cited in Chou (2011) believe that understanding the vocabulary is important in reading comprehension. If the students do not know the meaning of some words in the text, it will be difficult for them in comprehending
the text. Therefore, to answer the question number 13 “How to face the problem?”, most of the students solving the problem by asking questions to their friends and asking questions to their teacher. From 33 students in grade 7, there were 15 students who ask questions to their teacher and 18 students ask questions to their friends. Then, from 30 students in grade 8, there were 18 students who ask questions to their teacher and 12 students ask questions to their friends. These were the common ways that they usually use to understand the meaning of the text.

CONCLUSION

The aim of this study is to investigate students’ perceptions toward the use of jigsaw technique as a reading activity. Based on the findings and discussion of the research, the results were divided into four parts. First is on the participants’ feelings toward the use of jigsaw technique as a reading activity. The participants tended to give positive responses because most of the students liked and enjoyed using jigsaw technique as their reading activity. The second is about students’ opinion toward the use of jigsaw technique as a reading activity. Based on the students’ opinion, more than half of the students stated that the use of jigsaw technique as a reading activity made them focus to read, developed their reading ability, made them more excited to read, more confident to explain what they have read and made them easier to remember the content of the text. The third is about students’ behavior. The majority of the students stated that they were not reluctant to ask questions if they found some difficulties during the lesson. The last one is
about students’ difficulties that they faced during the reading activity by using jigsaw technique. Most of the students mentioned that their difficulties were when they found some difficult words and did not know the meaning. On the other hand, students found a way to solve the problem by asking questions to their friends or teachers. Another important finding is that there are no significant different perceptions between students in grade 7 and in grade 8.

In accordance with the findings, suggestions were given to students and the teachers. For students, they are expected to be able to have more interaction with other students and share what they have learned to their friends confidently. For teachers, they need to pay attention to the texts that will be given to the students. Teachers should look at the level of difficulty of the text, whether the text is too difficult or not for the students. Nonetheless, this study has limitation because the result of this study cannot be generalized and are only purposed for junior high school context.

For further research, other researchers are suggested to conduct a research on teachers’ perceptions toward the use of jigsaw technique as a reading activity. Researchers should also conduct research from a different school context to know the variety of teacher perceptions in different levels of learning group.
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Salatiga, April 2019

The researcher,
REFERENCES


Appendix

Questionnaire form

The questionnaire form is adapted from Winten (2013).

Saya (Indah Dwi Suciati) tertarik untuk mengetahui persepsi siswa terhadap penggunaan teknik jigsaw dalam aktivitas membaca. Partisipasi anda di dalam penelitian ini akan membantu saya dalam memperoleh data untuk menyelesaikan skripsi saya. Jawaban anda tidak akan mempengaruhi nilai anda disekolah.

Berikan tanda( √ ) untuk jawaban yang anda pilih

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<td>Menurut saya, penggunaan teknik jigsaw dalam aktivitas membaca itu menyenangkan</td>
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<td>Pembelajaran membaca melalui teknik jigsaw membuat saya lebih fokus dalam membaca</td>
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<td>6.</td>
<td>Pembelajaran membaca dengan menggunakan teknik jigsaw dapat membuat saya lebih bersemangat dalam membaca</td>
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<td>7.</td>
<td>Penggunaan teknik jigsaw didalam aktivitas membaca membuat saya lebih mudah memahami keseluruhan isi teks</td>
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<td>menjelaskan bacaan yang saya baca kepada teman saya</td>
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<td>9. Menggunakan teknik jigsaw dalam aktivitas membaca membuat saya lebih mudah mengingat isi teks bacaan</td>
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<td>10. Saya enggan bertanya kepada teman jika ada beberapa bagian teks yang harus saya baca yang tidak saya ketahui</td>
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11. Bagaimana kesan anda terhadap penggunaan teknik jigsaw sebagai aktivitas membaca?

Jelaskan:

__________________________________________________________________

12. kesulitan apa yang dialami ketika menggunakan teknik jigsaw sebagai aktivitas membaca?

Jelaskan:

__________________________________________________________________

13. Bagaimana cara mengatasi kesulitan tersebut?

Jelaskan:

__________________________________________________________________