STUDENTS' PERCEPTION ON JIGSAW STRATEGY IN TEACHING AND LEARNING ACTIVITIES AT THE TENTH GRADE STUDENTS OF MA AL HIKMAH I BREBES

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of
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Degree

By

MUH.HABIBURRAHMAN
Student Number. 1817404071

ENGLISH EDUCATION STUDY PROGRAM EDUCATION DEPARTMENT FACULTY OF TARBIYA AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

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STATEMENT OF ORIGINALITY

The writer who gives signature bellow:

Name   : MUH HABIBURRAHMAN
StudentNumber   : 1817404071
Grade   : Undergraduate Study
Program   : English Education
Faculty   : Tarbiya and Teacher Training

I thus state that the claims, opinions, and analyses contained in this thesis are completely original works by me. I carried out my own study in the best possible way with the aid of references and suggestions. I would be entirely accountable forthe clarification of any future claims relating to the analyses I conducted.

Purwokerto, March 30, 2023

Muh.Habiburrahman
NS. 1817404071

APPROVAL SHEET

This thesis, entitled:

STUDENTS' PERCEPTION ON JIGSAW STRATEGY IN TEACHING AND LEARNING ACTIVITIES AT THE TENTH GRADE STUDENTS OF MA AL HIKMAH I BREBES

Written by Muh Habiburrahman (Student Number 1817404071) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 13 Juli 2023 and declared qualified for achieving the Sarjana Pendidikan (S.Pd) Degree.

Purwokerto, 18 Juli 2023

Approved by:

Examiner I/Head of Examiners/Supervisor,

Khairunnisa Dwinalida, M. Pd..
NIP. 199211152019032034

Examiner II/Secretary,

Irra Wahidvati, M.Pd.
NIP. 198811302019082001

The Main Examiner

Muflihah, S.S., M.Pd.
NIP. 197209232000032001

Legalized by:
The Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

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OFFICIAL NOTE OF SUPERVISOR

To : The Head of Education Department

Faculty of Tarbiya and Teacher Training.

State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto

in

Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, I convey that:
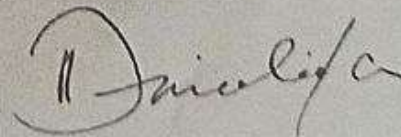
Name	:	Muh.Habiburrahman
Student Number	:	1817404071
Department	:	Education
Study Program	:	English Education
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Supervisor

Khairunnisa Dwinalida, M.Pd
NIP. 19921115 201903 2 034

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MOTTO

"الْمُؤْمِنُ يَأْلَفُ وَيُؤْلَفُ، وَلَا خَيْرَ فِيمَنْ لَا يَأْلَفُ، وَلَا يُؤْلَفُ، وَخَيْرُ النَّاس أَنْفَعُهُمْ لِلنَّاسِ"

"The believer is likable, easily approachable, and pleasant when approaching others. And there is no good in one who is difficult to approach and harsh with others. And the best of people is those who are most beneficial to people."

DEDICATIONS

This thesis is dedicated to: Myself

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STUDENTS' PERCEPTION ON JIGSAW STRATEGY IN TEACHING AND LEARNING ACTIVITIES AT THE TENTH GRADE STUDENTS OF MA AL HIKMAH 1 BREBES

MUH.HABIBURRAHMAN

SN. 1817404071

e-mail: habibburohman551@gmail.com

English Education Study Program State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto

Abstract: This research aimed to investigate the perception how students feel about using the jigsaw strategy in teaching and learning activities, jigsaw is a simple cooperative teaching strategy that may keep students interested. This study has mainly focused on examined how is the student's perception on the Jigsaw strategy. This study aims to find out the student's perception of learning using the jigsaw strategy of English teaching and learning activities. This study was carried out at MA Al Hikmah 1 Brebes, particularly in tenth grade. The data were collected by using questionnaires, and interviews that were analyzed by using percentage strategies, and category procedures. Seventy-five students have participated in this research as the subject of the research. The study's findings are based on the student perception research technique, students were encouraged to use a jigsaw approach in learning, actively exchange opinions and active in-class learning, how can this problem be solved, discuss in groups to understand the whole material in its entirety, analyzing learning materials.

Keywords: Student Perceptions, Jigsaw Strategy , Learning Activites.

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CHAPTER I

INTRODUCTION

A.   BACKGROUND OF THE STUDY

The effectiveness of English language instruction is still a major problem in the global educational system. As a result, improving one's English skill becomes crucial. Studies have shown that there are still several issues with English language instruction in some nations, though. [1] Learning strategies relate to "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" in the context of learning a second or foreign language. [2]

Jigsaw is a learning strategy that can be used to aid in learning English. Instructors may also use it as a teaching technique in the classroom to streamline instruction and take use of students' skills. Jigsaw is a teaching strategy that emphasizes the importance of pupils working together to solve a problem or create something. Jigsaw engages children in learning because they each have individual tasks that will be completed in a group. According to Abu Hamda, employing Jigsaw encourages student participation in class activities and lessens reliance on the teacher. Additionally, Pariati concurs that using the jigsaw strategy could improve pupils' ability to solve problems.[3]

In an expert team, learners get encouragement from their colleagues. When they returned to their original teams, they attained enough incentive to share their expertise with the experts. This sort of jigsaw model helps students in interactions and enables them to accept others' contributions. Numerous researches have been done to determine how well Jigsaw works

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[1] Al-Amrani, Said Nasser. "Learning strategies used by EFL learners for print and digital reading: Critical review." Available at SSRN 4000436 (2022).

[2] Sulistiyo, Urip, and Dairabi Kamil. "Language Learning Strategies and Learner Autonomy: The Case of Indonesian Tertiary EFL Students." LEARN Journal: Language Education and Acquisition Research Network 15.1 (2022): 257-281.

[3] Handayani, Made Sonia, I. Kadek Wahyu Widana, and Ni Wayan Febiyanti. "Jigsaw in Teaching Reading for Elementary School Students." The Art of Teaching English as a Foreign Language 3.1 (2022): 19-24.

for teaching. According to Meng jigsaw is one of the best techniques in teaching English reading skills. It is obvious that Jigsaw also raises students' interest, motivation, and reading ability. Most importantly Jigsaw technique, on the other hand, focuses on the communicative aspect of learning a language. In a jigsaw, students explain the material to their peers, so they become more fluent in English. [4] After using the jigsaw strategy, Sumathi et al. discovered that pupils' reading comprehension significantly improved.[5]

Based on the preliminary observations of one student and one teacher at MA Al Hikmah 1 on February 11, 2022, they said the teacher had used the jigsaw strategy two years ago. The material that used the technique was descriptive, and the results were quite effective. Still, with the condition of the students, the majority of which is a student boarding school, it also depended on their circumstances. Many are still not paying attention to the lesson. Other factors influence student learning, including the wrong clock placement and causing the student to sleep because English lessons are placed in the last hour and many other factors. As for students' opinions about learning English using the jigsaw strategy, it helped many students who felt supported by this strategy.[6]

However, some researchers claim that Jigsaw is ineffectual. The impacts of teaching strategys (STAD and Jigsaw) on students' English achievement were examined by Munir, Munir, Emzir, and Rahmat. Students who received STAD instruction scored higher on the English proficiency test than those who received Jigsaw instruction. When it comes to raising pupils' English achievement, STAD outperforms Jigsaw. On the other side, Febrianti noted that pupils' reading comprehension scores were

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[4] Sumiati, Cucu, Dede Zulkaidah, and Kaswan Kaswan. "Teaching reading comprehension using jigsaw technique." Project (Professional Journal Of English Education) 2.4 (2019): 461-465.

[5] Ullah, Ihsan, Rabia Tabbasum, and Khalid Iqbal. "Effectiveness of Cooperative Learning (Jigsaw Technique) on the Knowledge Level of Cognition in the Subject of English at Secondary Level." Journal of Educational Research and Social Sciences Review (JERSSR) 1.3 (2021): 47-56.

[6] Interview with preliminary at 4, on April 19th, 2022

not influenced by their learning strategy. The preliminary study has some significant problems that need to be investigated in light of the studies mentioned above. Based on the aforementioned facts, it is possible that the students' difficulties and the unsatisfactory writing outcomes at MTs Al-Islam Nganjuk are caused by the inadequate teaching strategy for writing, which makes the teaching and learning activities inactive. First of all, the teacher in this instance did not properly organize the lesson, including the general and specific learning objectives, teaching resources, and writing instruction media. According to Burden and Byrd, using instructional media in the classroom can facilitate and improve students' learning. However, in order to assist children in writing, a teacher must be more inventive in locating authentic content and suitable media that would encourage the students to participate in writing instruction.[7]

There are many different forms of research that show Jigsaw is helpful for learning English, including one which has been found in MA Al Hikmah. However, of all the ineffectiveness and effectiveness has been found from resetting it, it did not match the criteria in MA Al Hikmah 1. However, why is the jigsaw approach to English learning in MA Al Hikmah 1. The research's student focus, particularly the application of Jigsaw to English acquisition, is less successful. It is highly possible that research will be conducted there because the institution has been using this strategy for the last two years. Given these details, it begs the question of whether or not students truly comprehend the jigsaw technique when there are so many issues.

Based on the author's observations, many students have negative ideas of the English language that have grown over time. Among these stereotypes include that english are unattractive, unpleasant, uninteresting, and boring. Although many believe that English is a topic that must be mastered from elementary school through university, some students have a

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[7] Syafii, Muhammad Lukman. "USING JIGSAW TECHNIQUE TO IMPROVE THE WRITING ABILITY OF THE SECOND YEAR STUDENTS OF MTs AL-ISLAM NGANJUK." INTERNATIONAL SEMINAR ON EDUCATION. 2020.

positive opinion that English is very important. In fact, if writing is your pastime, you could become a well-known and accomplished author.[8]

B.   OPERATIONAL DEFINITION

1.   Students Perception

Perception, according to Mouly, is how an individual view or understands a situation from their own vantage point. Perception, as stated by Eggen and Kauchak, has a cognitive component and is thought to be the process through which humans give their experiences meaning. Gibson defines perception as a process that entails receiving, organizing, and interpreting stimuli, which is consistent with the idea above. We try to understand other individuals through a process that Baron and Byrne refer to as "social perception.[9]

According to Goldstein, perception is a conscious sense of experience as well. Perception, according to Huffman, is the ability for an individual's perception vary from person to person. Moreover, Darmuh claimed that perception was the action people do to control and interpret sensory perception so that it has meaning in their surroundings. According to Goldstein, perception is a conscious sense of experience as well. Perception, according to Huffman, is the ability for an individual's perception to vary from person to person. Moreover, Darmuh claimed that perception was the action people do to control and interpret sensory perception so that it has meaning in their surroundings.[10]

A student is a person who is enrolled in a university or another higher education institution. The primary and most significant resources in the teaching and learning process are the students. While the instructor cannot teach without the student, the student can learn from the teacher. Perception is the starting point for every learning process. Brown defines

[8] Interview with preliminary at 4, on April 19th, 2022

[9] Creswell, "Understanding the Impact of Students ' Perception in Learning toward Academic Performance Understanding the Impact of S Tudents ' Perception in Learning toward Academic Performance," no. April (2018).

[10] Effective Learning et al., "Mouly, Psychology of Effective Learning 3" (2006): 12–30.

perception as the identification and interpretation of sensory data. It is possible to use perception to transform sensory data into something meaningful.[11]

2. Teaching and Learning Activities

Understanding our prior knowledge of what "teaching" entails informs our current understanding. Our first encounter was at school, when the teacher served as both a "master" and a "mistress," instructing us on what to do and study while standing in front of the class. At college, some of us encountered the same style of "teaching." Others may have had teaching experiences where the 'teacher' is more of an equal, who considers the learner's experience and even learns from the learner. Because of this, Abbatt and McMahon assert that "teaching is assisting others in learning." Learning refers to taking lessons from prior experiences. So, for instance, we can consider "learning" to be something that happens in a classroom at a school or a college. We might picture it as a person spending the evening by themselves, attempting to memorize several things in order to ace the test. Reflecting a little will help us realize that "learning" encompasses much more than that. Children learn a tremendous lot before they enter school, including how to walk and speak. According to educational psychologists, learning occurs whenever an activity causes a change in our behavior.[12]

3. Jigsaw Strategy

The jigsaw strategy is an instructional planning strategy that forces pupils to depend on one another in order to succeed. Jigsaw is an instructional approach that places pupils in a mutually reliant position for

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[11] Brown, Teaching by Principle and Interactive Approach to Language Pedagogy, (New York: 2001), 73

[12] Detlef R Prozesky MBChB McommH 2000 Teaching and Learning Teaching Eye Health Community Eye Health Vol 13 No. 34

success.[13] Thus, a jigsaw is a strategy to teach that divide, several groups, to review in the enrolling process.

C. RESEARCH QUESTION

As explained in the background of the problem described above, the problem formulation as follows:

How is Students Perceptions of jigsaw strategy in English teaching and learning activities at 10 grade at MA AL HIKMAH 1?

D. OBJECTIVES AND BENEFITS OF THE RESEARCH

The objective and benefits of the research can be formulated as follows:

1. The objectives of the research

Describe the perceptions of students about the problems encountered during teaching and learning activities with the jigsaw strategy in class X MA Al Hikmah 01.

2. The benefits of the research

There are two kinds of Benefit of this study as follow:

    a. Theoretical

The jigsaw strategy can be useful for increasing understanding of foreign language learning strategy's, especially for increasing students' Teaching and learning activities.

    b. Partical

        1) For writer

This can serve as a reference for future learning as the author's expertise and experience in researching jigsaw approach learning strategies grows.

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[13] Argawati, N. Orilina, & Haryudin, A. (2018). Lesson Study To Improve Student English Grammar Mastery Using Jigsaw Technique To The Third Semester Students Of Ikip Siliwangi. Indonesian Efl Journal, 4(January), 50. Http://Doi.Org/10.25134/Ieflj.V4i1.798.Received

2) For teachers

Performance is anticipated to increase as a result of the study's findings in terms of learning techniques, learning tools, and Improved student learning outcomes can be attained through the usage of Mastery of Learning Materials as a reference.

3) For students

This Research are expected to provide information to students about jigsaw strategy as learning strategy used by teachers, and it is expected that students can understand how teachers use jigsaw strategy in the learning process.

4) For school

This Research are expected to provide in-depth information and explanations about the use of learning strategys in student Teaching and learning activities, especially in the use of jigsaw strategy.
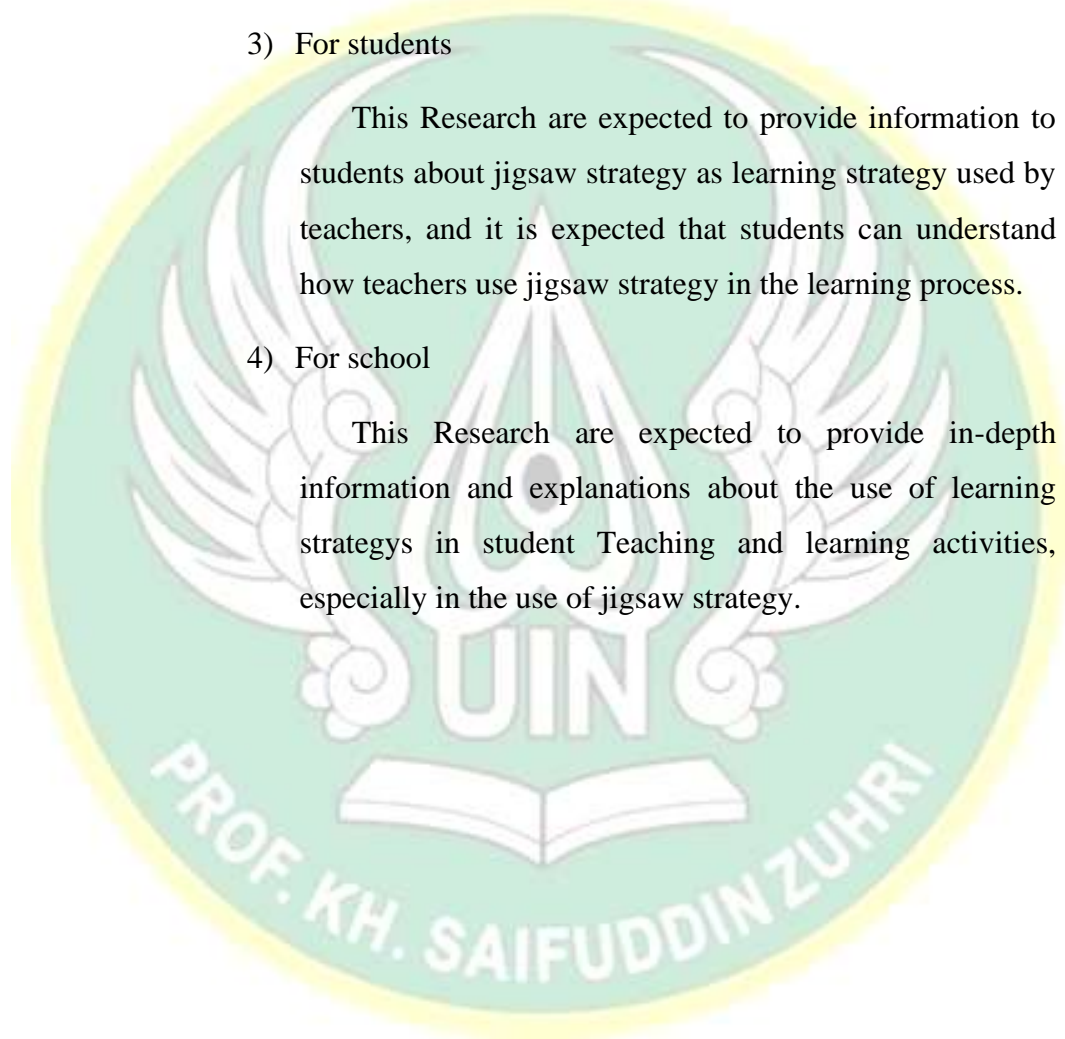
E.   STRUCTURE OF THE RESEARCH

To create Research systematically, so an easy to understand, it is essential to classify this Research. The structures of this Research include the following:

Chapter I consists of an introduction consisting of eight discussions; the discussion is background of the Research, operational definition, problem formulation, objectives and significances of the Research, review of relevant studies, literature review, research strategy, and structure of the Research.

Chapter II presents theories on implementing jigsaw strategy in teaching and learning activities, consisting of two parts, namely jigsaw strategy, teaching and learning activities.

Chapter III explains the research strategy, which consists of research design, subjects of the study, the object of the study, instruments for obtaining data, data collection techniques, data analysis techniques, and triangulation.

Chapter IV shows the research results that have been carried out by researchers, which consists of a general description of MA Al Hikmah and the Student Perception of jigsaw strategy in teaching and learning activities to 10th-grade students at MA Al Hikmah 01 Brebes.

Chapter V contains conclusions and suggestions for Research. In this session, the researcher concludes the research data and provides suggestions related to the focus of the Research.

CHAPTER II
LITERATURE REVIEW

A. STUDENT PERCEPTION

1. Definition of Student Perception

   According to Haman et al. claimed that an individual's perception was dependent on their assessment of what transpired in relation to the actual happenings. The way in which students view the educational process will somewhat influence their choice to enroll in the institution. Indirectly, the students will gain from the education process of learning that was as perceived by the students in terms of a greater rate of academic success.[14] According to Akkoyunlu & Soylu, learning styles did not significantly affect students' academic achievement. To ensure effective learning, the learners' own perceptions must be used to construct the learning styles. Students are free to select the courses they believe will best prepare them for success. According to the research conducted by Haman et al, about learning perceptions can be divided into three categories: challenging, interesting, and delivery.[15]

2. Challenging

   The definition of challenging is the difficulties that accounting students encounter when learning accounting subjects that are related to understanding, making decisions, and making an informed judgment that pertain to financial courses.[16] Students have trouble understanding the meaning of accounting terms and standards, such as the Accounting Framework and financial reporting requirements, according to their

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[14] Gül, H., İnce, M., & Turan, A. (2011). University Students' Quality Expectations from Academics:The Case of the Karamanoğlu Mehmetbey University. European Journal of Economics, Finance and Administrative Sciences, (30), 21-27.

[15] Creswell, "Understanding the Impact of Students ' Perception in Learning toward Academic Performance Understanding the Impact of S Tudents ' Perception in Learning toward Academic Performance

[16] Samkin, G., Low, M., & Taylor, J. (2012). Incorporating Financial Literacy into the Secondary School Accounting Curriculum: A New Zealand Perspective. Australasian Accounting Business and Finance Journal , 6(4), 5-30.

research. Additionally, students who are unable to connect accounting theory with real-world experience have a difficult time understanding the standards. When attempting to achieve higher grades, understanding-impaired students may become discouraged, which will have a negative impact on their academic performance. A previous study by Morisano, Hirsh, Peterson, Pihl & Shore discovered that academic performance declined when students had learning difficulties.

3. Interesting

characterized student engagement as the combination of positive learning values, excitement, interest, and success pride. According to his research, when students are more involved in their studies, it demonstrates that they are enjoying what they are learning while also helping to improve their grades. A prior study by Wentzel concurred that students who showed interest in their coursework were more motivated to put up the effort and time necessary to produce better outcomes.[17] It has been discovered that one of the aspects that can affect students' academic success is their perspective of learning, which includes their participation in class and their knowledge of the subject.

4. Delivery

The effective teacher who created high academic performance in their students came to the conclusion that in order to attain a strong academic performance, the students' perception as well as the teachers' engagement in their studies were crucial. According to, they noted in their journal that there were frequent contacts between students and instructors or amongst students, learning environments are extremely

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[17] Saleem, M.A. & Qureshi, M.I. (2011). Credentials and Examination of the Factors Affecting the Students' Academic Achievement in Higher Education. Gomal University Journal of Research, 27(2), 74-80

important.[18] said that gathering and estimating student perspectives is a relevant technique for assessing the quality of the learning. The knowledge that the lecturer imparted to the students, he continued, might be used to evaluate the quality of instruction and could have an impact on the students' grades. When examining the importance and weighting of various types of contact in relation to student outcomes like satisfaction and performance, a student's perception of class interaction and satisfaction may serve as a starting point. Because the new generation of students is prepared to work with these newly emerging technologies, educational technology plays a significant part in children's learning and information acquisition when it comes to coping with modern society.[19]

B. TEACHING AND LEARNING ACTIVITIES

1. English as a Foreign Language

We have been thinking about English as a second language thus far. However, English is a foreign language everywhere else. That Despite the fact that it is frequently taught in schools, it does not play an crucial function in social or national life. Brazil, Spain, and Spanish, Portuguese, and Japanese, for instance, are the common form of training and communication.[20] English or any other foreign language is not required for the average citizen. a daily basis, as well as for social or professional purposes advancement. As a world language, English is taught among others in classrooms, but there is no regional English variety. which reflects a cultural element from Spain, Brazil, or Japan identity. Therefore, in these kinds of circumstances involving foreign languages, the hundreds of thousands of English language learners typically have a

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[18] Fogarty, T. J., & Hogan, B. (2009). Student Perceptions of Faculty Instructional Value-Added: A New Measure and Exploratory Empirical Evidence. Global Perspective on Accounting Education, 6, 53-76.

[19] Ma Sydney S Dulosa et al., "Perception of Students Towards Education," *International Journal of Novel Research in Education and Learning* 6, no. 1 (2019): 35–45.

[20] Geoffrey Broughton, *Teaching English as a Foreign Language, Second Edition*, *Syria Studies*, vol. 7, 1980.

helpful inducement to study the foreign tongue.[21]

Modern language instruction in schools has an a role in education, and the older student who consciously has a very specific goal in mind when he goes out to study English: he desires to travel to England in order to communicate with visitors or friends who speak English should be able to read English in newspapers and publications.[22]

Irimiea, (2016) in her journal Foreign language English. What Obstacles Face English Teachers? ". She discovered that the left. based on the following three hypotheses: (1) pupils' lack of motivation in studying English, Students' lack of focus during the learning process, their lack of building inside the school.[23]

The Challenges of Teaching English as a Second Language: The Relationship between Teaching". They discovered that teaching the English language presents challenges. was able to apply a variety of planning techniques while juggling research and instruction. the courses because these tactics can be modified for use in the classroom young students have effective strategys for learning the English language. As a result, researchers and educators should work closely together. each other for the finest results in English language teaching and study. Additionally to reducing the difficulties in English teaching and learning foreign or second language language.[24]

All forms of instruction start with the fundamental idea of motivation. It is True, there is a little sense of fulfillment in receiving things in order. However, the pupil who is content with doing Correct

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[21] C.J.Brumfit, 'The Teaching of Advanced Reading Skills in Foreign languages with Particular Reference to English as a Foreign Language', survey article in Language Teaching and Linguistics: Abstracts, vol. 10, Cambridge University Press, 1977b.

[22] Broughton, *Teaching English as a Foreign Language, Second Edition*, vol. 7, p. .

[23] Irimiea, Silvia. (2016). English as a foreign language. What Challenges Do Teachers of English Face ? LXI,1,2916,PP, 145-158. Retrieved 2009, from http://hakielimu.org/files/piblication/WHO%2015%20A&20TEACHER_R.pdf

[24] Daerakhsan, Ali &Shirmohandi, Marjan. (2015). The difficulties of Teaching English Language: The relationship Between Research and Teaching. Retrieved March 06, 2015.

mechanical language exercises have the same shallow intent, as demonstrated by the needleworker's tyro, novice drivers using simulators, or samplers Sandbags receive shots from a nurse. The learner of language is He is most inspired by practice when he perceives the language to really communicative, fit for the context, that his teacher's abilities are advancing him to a greater understanding proficiency in the target language.[25]

2. Learning Activities

    Both formal and informal learning are possible. We gain informal knowledge from the experiences we have every day; events that occur to us cause us to alter our attitudes and behaviors. Problems may arise because we may not even be aware that we are learning.

    a. As an example, health professionals may pick up negative attitudes from the behavior of others. Learning can, of course, also take a formal form. For example, we might enroll in a structured course at a school or college.

    b. We don't just learn knowledge and facts we also learn skills and attitudes. This is especially important for health workers, since it is in our practical work that we have an effect on the health of the people we serve. Interestingly, we learn knowledge, skills and attitudes in different ways for example, we may learn a new idea from a discussion, but we learn skills by practising them and getting feedback.

    c. People learn in different ways. Researchers have identified different 'learning styles'.2 Some people are 'receivers': they like to memorize what is given to them. This is a very common style, and it is reinforced by teachers who expect students to memorize, and reward them for it. Other people are 'detectives': they like to investigat what they are learning themselves, to get to understand it. Yet others are

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[25] Broughton, *Teaching English as a Foreign Language, Second Edition*, vol. 7, p. .

'generators': they like to decide themselves what they want to learn, and then look for opportunities to learn those things.

d. Learning can be superficial or deep.3 If knowledge is only memorized (superficial learning) it is soon forgotten, and may never affect the way that person does her/ his work. If the learner is made to use the new knowledge actively, the learning becomes deep. The learner connects the new knowledge to the concepts that s/he already has, and understands how it can be used practically. It is, therefore, much more likely to be remembered and used.

e. Learning continues throughout a person's lifetime - at least informally. We all know that health workers should continue to learn throughout their careers, because new information about health is constantly becoming available. However, many workers do not have access to formal in-service training. This means they themselves have to take the responsibility for staying up-to-date - they have to become 'life-long learners'.

f. The Suggested Framework The suggested framework is made up of four key parts:

1) Strategies: Applying a variety of student-centered strategys to assist and improve learning.

2) Roles: Assigning tasks to each stakeholder to ensure their active engagement and cooperation.

3) Assessment: Tools for measurement, monitoring, and learning promotion.

4) The setting promotes learning both inside and outside of the classroom.

g. Strategies for Effective Learning Effective learning needs an interactive classroom environment to motivate and encourage students. Such an environment requires flexible and adaptable teaching strategies to support and develop student's learning potential. Student-centered learning techiques can significantly increase student

learning, motivation and their ability to think critically and creatively. Activity Based Learning Activity-based learning is based on effective studentteacher interaction. Active learning encourages students to inquire, explore, experiment, collaborate and experience the joy of learning. In this technique the role of teachers shifts from that of delivering knowledge to that of facilitating and motivating. Learning Through Worksheet The objective of the engineering education is to train the students to apply their knowledge to solve problems in societal context. Different pedagogical activities are practiced toward this during teaching learning process. Among the tried-and-true strategys for teaching engineering is project-based learning. It works well after students have the ability to use the theoretical principles to solve engineering problems. The difficulty lies in accommodating pupils with various learning styles to this goal. The made-from-scratch worksheets can be utilized with children of any age and are used to teach a variety of subjects. By strengthening the foundational concepts during classroom instruction, activity-based learning through worksheets is utilized to enable project-based learning. Scope: Engineering student worksheets:To help students with their linguistic and mathematical skills, worksheet exercises are frequently employed in tersery education. This study uses worksheets used by first-year graduate students to illustrate the ABTL. These are the advantages of this teaching framework:

1) It offers an interactive learning environment.

2) By adopting this practice, the course instructor can break up the monotony of classroom instruction.

3) The students are given the chance to fix their earlier errors.

4) Regularly monitored and corrected presentation skills.

5) Think-pair-share learning with peers is a possibility.

6) The students are inspired to consider ideas beyond the

conventional framework for evaluation.

7) The student's improvement is motivated by the positive reinforcement.

8) The concept-dependent teaching style is improved with the quick feedback.[26]

3. Teaching Strategy

Overall wide lesson plan known as a "teaching strategy" includes the framework, learning objectives, and a description of the planned approaches that will be used to implement the strategies. (Teaching tactics, according to Isaac (2010), are the teacher's actions that are demonstrated in the classroom. These actions include honing teaching strategies, providing the appropriate stimulus for prompt responses, practicing previously learned responses, boosting responses through additional activities, etc. The term "strategy" refers to careful planning for action. The word "strategy" denotes a methodical approach to carrying out any task.[27]

Teaching methodology: (1) it is limited to the subject matter presentation; (2) approaches are categorized as part of strategy; (3) it is a micro approach; (4) teaching is an art; (5) the subject is presented successfully; (6) the traditional Theory of Human Organization; and (7) work is significant. *Teaching Strategy*: (1) Any approach we employ in an effort to achieve particular objectives qualifies as a strategy; (2) A strategy is really a collection of different ways; (3) As an example It is a macro approach that views teaching as a science, aims to create a welcoming learning environment, is based on modern organizational theories, has predetermined objectives that become a strategy, and concentrates on students' behavior. It is never possible to use the lecture,

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[26] Ujwala Patil (and friends) Activity Based Teaching Learning: An ExperienceJournal of Engineering Education Transformations, Special Issue, eISSN 2394-1707 2018.

[27] Issac, Jerin C. (2010). *Methods and Strategies of Teaching: an overview.* Pondicherry University Press

textbook, or question-and-answer strategy separately.[28]

C. JIGSAW STRATEGY

1. Definition of Jigsaw

Jigsaw is an enrollment approach that makes use of group review. Jigsaw strategy is a unique type of information gap in which each member of a group is given some specialized information to accomplish some goal, according to Brown (1994:182) in Robbani (2017). However, Argawati and Haryudin (2018) The jigsaw technique is an instructional planning strategy that forces pupils to depend on one another in order to succeed. The jigsaw strategy of class activity planning forces students to depend on one another in order to succeed. Jigsaw puzzles are one teaching strategy that divides students into groups for reviews during the enrollment process.[29]

The concepts of cooperative learning are utilized by several cooperative learning methodologies for particular objectives. The following models can be used to group these strategies: The Structural Approach, Group Investigation, Student Team Investigation, and Curriculum Packages are just a few of the topics covered. Together Learning (V) and Jigsaw (VI). When compared to other cooperative learning strategies, it can be seen that the jigsaw techniques, which offer relatively flexible practices and virtually endless permutations, have received the most attention and use to date.[30]

The five fundamental components of the jigsaw learning strategys are: positive autonomy, interaction promotion, individual accountability, instruction of interpersonal and social skills, and group processing quality. It has been demonstrated that nursing students benefit academically, socially,

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[28] Al-Banna, Juni Bayu & Aziz, Mokhamad. (2014). TEACHING STRATEGIES. This paper focuses on teaching strategy as a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies.

[29]Argawati, N. Orilina, & Haryudin, A. (2018). Lesson Study to Improve Student English Grammar Mastery Using Jigsaw Technique To The Third Semester Students Of Ikip Siliwangi. Indonesian Efl Journal, 4(January), 50. Http://Doi.Org/10.25134/Ieflj.V4i1.798.Received

[30] Abdullah Şahin, "Effects of Jigsaw III Technique on Achievement in Written Expression," *Asia Pacific Education Review* 12, no. 3 (2011): 427–435.

emotionally, and psychologically from working in groups. The advantages of cooperative learning include greater essential motivation to learn and more favorable attitudes toward the subject as well as higher levels of reasoning, critical thinking abilities, problem-solving, decreased levels of anxiety and tension, and improved self-esteem.[31]

The Jigsaw strategy places great emphasis on cooperation and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. This means the Jigsaw strategy effectively increases the involvement of each student in the activity. (See "Some suggestions for forming groups" for more information on groups). thirty-five students must be present in each classroom to meet the requirements. As this school is required to enroll more junior high school graduates in the secondary education degree, this regulation is becoming more obligatory for Indonesia's national state schools like the participation school (JSS) The following are the phases in carrying out the Jigsaw learning strategy: The lecturer starts off by outlining the level of course competency that must be obtained in one term. The instructor then assigns groups to the students and chooses group representatives based on averages. Following the selection of the group representatives, the lecturer presents the subjects or instructional materials. and seek advice from the qualified group; Sixth, the report to the original group to summarize the findings of the expert group's discussion; seventh, the lecturer encourages the group members to debate the group work sheet and ask questions of the presenter. Seventh, stabilizing and analyzing the information under the lecturer's guidance; Lastly, collective incentives and individual evaluation.[32]

The jigsaw approach is student-centered and promotes active

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[31] Randa Mohamed Abobakar, "Effect of Lecture versus Jigsaw Teaching Strategies on Maternity Nursing Students' Attitudes and Academic Achievement," *Egyptian Journal of Health Care* 10, no. 3 (2019): 481–492.

[32] Hasibuan, Muhammad Haris Effendi, et al. "Jigsaw learning strategy in a diverse science-classroom setting: Feasibility, challenges, and adjustment." *Jurnal Cakrawala Pendidikan* 39.3 (2020): 733-745.

participation from the students, which gives it several advantages over traditional learning techniques. Ibrahim claims there are various advantages, including:

a. can promote cooperative conduct.

b. improving communication between the students.

c. can help kids improve their academic skills.

d. Students gain greater knowledge from their peers.

e. It may be combined with other instructional techniques.

f. Even if only used for an hour every day, it still works.

g. You can have it for nothing.

Some disadvantages of this approach include the tendency of brilliant students to dominate the speaker and the inability of some students to accept peers from other groups because most students prefer to hang out with their close friends. [33]

2. Theory of Jigsaw Strategy

At this point, teachers can urge the students to master each individual story segment on their own. Then, in order to aid one another in understanding the story's overall context, students are instructed to share and discuss the story with their teams.[34] The Jigsaw program separated the idea of learning into many parts, and each student was given a sub-topic to enable them to specialize, thus all students had similar topics. their expert groups were formed. After class was completed, this group of students reassembled to work on individual self-assessment tasks. Students were motivated by this learning strategy to pay attention and participate in groups such that each person in the group had a significant

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[33] Tuanany, Nurlaila. "THE ADVANTAGES AND DISADVANTAGES OF THINK-PAIR SHARE AND JIGSAW IN TEACHING WRITING SKILL." TANGKOLEH PUTAI 16.1 (2019): 73-86.

[34] Baneng, Mariyae. "Cooperative Learning Approach Applying Jigsaw Strategy to Enhance Students' Comprehension Skill." *Journal of Physics: Conference Series*. Vol. 1471. No. 1. IOP Publishing, 2020.

role to play.[35]

Jigsaw is a type of cooperative learning activity that necessitates communication between students in order to complete gaps in knowledge and combine it with other knowledge. Jigsaw technique enables pupils to actively participate in the learning process, according to Sahin. Students should feel more at ease with their roles as a result of consistently experiencing this strategy.[36]

3. Pleaning of Learning the Jigsaw Strategy

Numerous theories were changed to fit the needs of the researcher. Aspects of collaboration skills that will be developed in this Research include students' cooperative abilities in the areas of 1) students completing project assignments with one another, 2) discussing project planning appropriately, 3) exchanging opinions, and 4) cohesiveness in completing project tasks. One strategy for fostering student cooperation in PJOK lessons is to use a design or project approach. In this educational activity, students complete a project in groups and produce an end product.[37]

The group is made up of various student characters, and they are taught to complement and support one another so that cohesiveness and teamwork are developed to successfully finish the assignment. The steps of the design methodology that the teacher has prescribed are followed by the teams of students while they work on their album-making endeavor. According to Ardianti, the project design technique is one of the learning models distinguished by the activity of planning and executing a project to produce a product. [38]

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[35] Mohamed Abobakar, "Effect of Lecture versus Jigsaw Teaching Strategies on Maternity Nursing Students' Attitudes and Academic Achievement."

[36] Şahin, "Effects of Jigsaw III Technique on Achievement in Written Expression."

[37] Pitnawati Pitnawati et al., "Development of Jigsaw Methods and Digital-Based Design Methods in Gymnastic Learning," *Linguistics and Culture Review* 6 (2022): 221–236.

[38] Pitnawati et al., "Development of Jigsaw Methods and Digital-Based Design Methods in Gymnastic Learning."

The steps of the jigsaw strategy are divided into four stages, namely:

a. Delivering learning objectives and generating motivation

b. Presenting information to students by demonstrating accompanied by verbal explanations, textbooks, or other forms

c. Organizing students into study groups

d. Manage and assist students in group study and work on the spot sit each.

The final goal of project-based learning is a project, according to the statement. The design model, according to Pratiwi et al., is a learning technique that encourages students to work on projects that produce visible, tangible outcomes, such written reports, finished items, and completion of written assignments given by teachers.[39]

4. Implementing of Jigsaw Strategy

By building a strong connection between theoretical learning and Implementation, abstract topics can be made concrete through games. In this regard, it's critical that games target several sensory organs, that they're created with physical objects, and that they promote student interaction as students concretize abstract ideas.[40]

The stages for adopting the jigsaw technique in the classroom are listed below :

a. Doing reading activities to dig up information. Students get problem topics to read so as to get information from the problem.

b. Expert group discussion. Students who have gotten the topic of the problem together meet in a group, or we call it an expert group, to discuss the topic of the problem.

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[39] Pitnawati et al., "Development of Jigsaw Methods and Digital-Based Design Methods in Gymnastic Learning."

[40] Filiz Avcı, "Effects on Primary School Teacher Candidates of Developing and Implementing Jigsaw Technique Activities Enriched with Educational Games in Science and Technology Teaching Lessons," *Acta Educationis Generalis* 12, no. 1 (2022): 41–73.

c. Group report. The expert group returned to the original group and explained the results obtained from the discussion of the expert team.

d. The quiz was conducted covering all the topics discussed earlier.

e. Group score calculation and determining group award.41

adds that the main benefits of the Jigsaw Strategy are that (1) students encounter a wider range of information than might be possible if each person independently reads all available sources, (2) students can choose to learn from material more appropriate to their abilities and interest, (3) students receive support from class members in learning from their reading, and (4) students practice synthesizing important information. Both the pupils' achievement in reading comprehension tests and their involvement in class have improved as a result of the technique.42

5. Benefits of the Jigsaw strategy in Education

The jigsaw approach has various advantages that can be used in the classroom. To begin with, most of the time, students who take responsibility for their education will comprehend the subject matter more thoroughly. Students actively participate in the learning process, which fosters a deeper comprehension of the subject matter.

Students who are given the chance to participate in a group also learn practical skills like communication and adhering to a schedule. Along with encouraging dialogue and cooperation, this approach also supports self-directed learning techniques. When students collaborate, they develop the skills of asking questions to clarify their understanding

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41 Anggrayani, Shanti. *Penerapan Metode Jigsaw Untuk Meningkatkan Hasil Belajar Siswa Dalam Mata Pelajaran Pai Kelas X Di Sekolah Menengah Atas Negeri 04 Kaur*. Diss. IAIN Bengkulu, 2019.

42 Refai, "Implementating Jigsaww II Strategy to Improve The Reading Comprehension," *Journal of English education* 1, no. 1 (2012): 55–63.

and giving constructive criticism in the right context. Additionally, the jigsaw style of education successfully boosts students' academic performance in the crucial cognitive skills of problem-solving and analysis.

4. REVIEW OF RELEVANT STUDIES

Based There are periodicals and earlier studies that are linked to the topic of this study, according to a number of sources associated to it. The comparison of the findings from earlier research investigations is shown below.

The first a journal entitled students' perception of the jigsaw technique implementation in learning speaking at the first grade of sma n 7 bandar lampung the subjects of the research were 18 tenth-grade students at SMAN 7 Bandar Lampung. The research employed a descriptive qualitative strategy. The data were collected through interviews Coding was used to analyze the data. The result showed that majority of students had positive perceptions of the jigsaw technique use in terms of levels of difficulty, degree of stress, confidence, interest, and motivation. This suggests that jigsaw technique facilitates the students to understand the materials more effectively and efficiently. Jigsaw technique provides students with enjoyable learning activities.[43]

The second, a journal entitled EFL students' perception of reading comprehension by using jigsaw strategy in reading class, This research aimed to investigate the perception how students feel about using the jigsaw strategy to teach them reading comprehension. The case study approach is being used in this descriptive qualitative research design. This research was conducted at one of the secondary school in West Java, Indonesia. All of the class VII A participants in this study participated, and 5 students were interviewed. The author employs observation as a strategy of gathering facts.

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[43] Dina Agustina, "IMPLEMENTATION IN LEARNING SPEAKING AT THE FIRST-" (2019).

Additionally, the author conducts semi-structured interviews with students to learn more about their viewpoints on using the jigsaw technique to teach reading comprehension. The qualitative strategy suggested by Miles & Huberman was used to analyze the data that has been obtained. Three activity lines make up the analysis: data reduction, data display, and conclusion drawing/verification. The results showed that using the jigsaw strategy to learn reading comprehension, pupils feel happy and helpful when they cooperate with their group members.[44]

The third, a journal research by Noor Mutiara etc in 2022, entitled A the ninth-grade students' perception on teaching english through jigsaw strategy in EFL at smpn 1 tarakan. This study aims to determine students' perceptions of the Jigsaw method, after studying from home for two years, in English subject. The subjects in this study were ninth grade students of SMPN 1 Tarakan who had studied English using the Jigsaw method. The data in this study are the results of filling a questionnaire with scale likert. The findings in this study indicate that students prefer English lessons when using the Jigsaw method compared to learning individually. Teachers are expected to make an improvement in the process of learning English in class by using learning methods or innovations or learning creations so that students can Enjoy learning and have fun[45]

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[44] Khoirunnisa Abdillah, Mansyur Srisudarso, and Yogi Setia Samsi, "EFL STUDENTS ' PERCEPTION OF READING COMPREHENSION BY USING JIGSAW STRATEGY IN" 6, no. 1 (2023): 59–63.

[45] "THE NINTH-GRADE STUDENTS' PERCEPTION ON TEACHING ENGLISH THROUGH JIGSAW METHOD IN EFL AT SMPN 1 TARAKAN" 2, no. 4 (2022): 1381–1390.

CHAPTER III
RESEARCH METHOD

The techniques used to answer the research questions identified in chapter one are described in this chapter. It comprises the research kind, setting, subject, and object of the research, as well as the strategys used for data collecting and analysis.

A. TYPE OF RESEARCH

This study used a descriptive quantitative research design. Sequential explanatory research was used in this study; the analyst first conducted quantitative research, assessed the results, and then expanded on those results to further explain them through qualitative research.[46] In the initial step, a questionnaire was used to gather the quantitative data. After the data were examined, the qualitative information required to elucidate and clarify the quantitative information was gathered through interviews in the second step.

In order to describe the attitudes, opinions, behaviors, or features of the population, researchers perform a survey to a sample or population utilizing questionnaires or interviews as part of the quantitative strategy in this study. A survey might be carried out informally or publicly.[47] In order to get information about the implementation of a jigsaw technique in teaching and learning activities for the 10th-grade student, the qualitative strategy utilized a descriptive approach, which means a study was designed to describe the way, fact, scenario, and variable, used to collect some data.[48]

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[46] John W Creswell & J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, (5th ed.), (Thousand Oaks: SAGE, 2018), P. 304.

[47] Arif Aminullah, et.al., Teachers' Attitudes and Problem of Using ICT in Teaching EFL", *Journal of English Education*, Vol. 8, No. 1, 2019, P. 149

[48] Ainul Mardiah, "An Analysis of teachers' pedagogical competence in teaching English for young learners", *Thesis of Tadris Bahasa Inggris, Fakultas Tarbiyah, STAIN Batusangkar*, 2016, P. 44

B. TIME AND LOCATION OF THE RESEARCH

The study was conducted out in Brebes Regency's MA Al Hikmah 1 Benda Sirampog from October 10 to November 20, 2022. The MA level was chosen because, at this level, students need to prepare for learning because they are concerned that they have used the jigsaw strategy for a long time but still encounter many challenges. They also need to prepare to continue their studies in college where they will need to have fundamental skills to support future learning.

C. SUBJECT AND OBJECT OF THE RESEARCH

People who live in the study area and have connections to academic institutions serve as the study's subjects and the topic of discussion. The following are the primary topics of this research:

1. 75 students of Tenth grade at MA Al Hikmah 01 Brebes.
2. 5 students of tenth grade to be interview.

Since the informants are experts in the implementation of learning, the aforementioned informants serve as reliable data sources.

D. INSTRUMENTS

Regarding the mixed methodology of this research, the use of questionnaires and interviews to learn more about how a jigsaw strategy was implemented in teaching and learning activities was very helpful. These tools made it feasible to collect real data and get in-depth information about how people felt about the jigsaw method of teaching and learning.

1. Questionnaire

Questionnaires were distributed with the aim of gaining some insight into students' perceptions about the Implementation of the jigsaw strategy in MA Al Hikmah 1 to develop their ability to learn English in the classroom. Questionnaires were distributed over three weeks, from 10 to 31 October; of all students who were distributed questionnaires, 75 students collected answers and were included covering three classes, namely X IPA1, X IPS1, X excellent, This Research was conducted

using structured items, also referred to as close-ended questionnaires, which used a Likert scale by using the Scale of Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. A set of questionnaires was constructed and modified with Bahasa Indonesia to avoid misunderstanding from the questionnaire adapted by Mahdum, Hadriyana & Safitri (2019) and Arif Husein Lubis (2018) with ten close-ended questions. The expert validation questionnaire was validated by the supervisor Khairunnisa Dwinalida, M. Pd.

Table 3.1 The Questionnaires Framework of The Study

Item	Indicators	Questionnaire
1	Encouraging learning using a jigsaw strategy.	Learning is done using an exciting jigsaw strategy.
		Using the jigsaw strategy is fun.
		This learning is following the learning I want.
2	Actively exchange opinions and active in-class learning.	Jigsaw strategy learning encourages you to work together with friends.
		Students are not afraid to ask questions and share in discussions.
3	How can this problem be solved.	Learning using the jigsaw strategy is easy to understand.
		English subjects have many benefits for everyday life.
		When given a task, I do it with full responsibility.
		Jigsaw learning with the previous learning strategy did not affect my interest in learning English.
4	Discuss in groups to	English is a subject that I like.

	understand the whole material in its entirety.	I can follow the way of learning by utilizing this new strategy (strategy jigsaw).
		I feel happy if English lessons can be done by studying in groups with peers.
		While learning English using the jigsaw strategy, I became more active in learning activities because I found the teaching interesting.
		I am able to understand the strengths and weaknesses of friends in the group.
5	Analyzing learning materials.	The media used can help to understand the material being explained.
		I feel I have a lot of new information with this jigsaw learning strategy.

2. Interview Guide

    This interview was used to get more data about the researchers' efforts in developing their professionalism and to confirm the questionnaire. Interviews were conducted after a questionnaire about students' perceptions of using the jigsaw strategy in the classroom. Semi-structured interviews were conducted in this study which was built on the results of the survey. The interviewees were taken from 40 people who filled out the questionnaire randomly selected to find more information about the reasons for the questionnaire answers they gave. It can be done through face-to-face meetings, conversations on the

telephone, or organizing a group interview with the participants.[49]

Interviews were conducted in Indonesian, adapted to a questionnaire to obtain detailed information from students and designed flexibly. They were asked about their perception of using the jigsaw strategy in the classroom.

E. TECHNIQUES OF DATA COLLECTIONS

Data collection entails carefully selecting the study's participants, obtaining their consent, and compiling information through surveys or behavioral observations.[50] In order to gather information for this study, questionnaires and interviews were used. The primary purposes of data collection were to create clear objectives and provide a response to the study question. The explanations that follow provide details on each technique's execution and participants.

1. Questionnaire

    Data were collected in the form of a survey questionnaire. Held from October 10 to November 20 2022, and distributed to all students of class X MA Al Hikmah 1. The questionnaire was created via Google Forms and sent to all students of class X manually and then entered into the google form again. The distribution of the questionnaires was carried out for approximately two weeks. After the questionnaire data was collected, the results were calculated using Microsoft Excel. The results of the student's answers to the survey questionnaire were used to formulate questions for interviews.

2. Interview

    The interview was conducted after all the survey questionnaires had been filled in. This study selected five students who were randomly selected without considering their gender and age; in addition to this, five

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[49] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, …, p.263

[50] John W Creswell & J David Creswell, Research Design: Qualitative, Quantitative, and Mixed Method Approaches, (5th ed.), (Thousand Oaks: SAGE, 2018), P. 9.

students were willing to be interviewed. They are from X IPA 1 , X IPS 1 X exelent 1 MA Al Hikmah 1 Benda Sirampog Brebes. The questions asked about the perception of the use of the jigsaw strategy in the classroom, the challenges they face during teaching and learning activities with the jigsaw strategy, and other matters related to the development of student's knowledge in class X MA Al Hikmah 1. To avoid mistakes or to forget the interviews that have been done, the data collection is done with a recording device that can make it easier to write down the results of the interview.

F. TECHNIQUES OF DATA ANALYSIS

Due to a sequential explanatory mixed-method design, this study presents the findings in the form of collecting and analyzing quantitative data in the first place, followed by collecting and analyzing qualitative data. Then, by the end of the study, the quantitative results were connected to the qualitative data by a form of integration.

In analyzing the results of the questionnaire, quantitative data were analyzed by using descriptive statistics. The descriptive statistic used in this study was in the form of frequencies and percentages, and all statistics were obtained using MS. Excel. To calculate the percentage of each agreement, the the researcher used the formula below;[51]

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency being searched

N : Number of cases (Number of frequency or number of individuals)

Meanwhile, data from the interview was analyzed using thematic

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[51] Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta : Rajawali Pers. 2011).

analysis. The thematic analysis consists of three coding steps: initial coding, axial coding, and selective coding, to discover appropriate themes based on the interview. This study transcribed and manually analyzed data from the interview for critical articles. The data was summarized and coded to create categories consisting of students' professional development, competence, and digital literacy, which reveal the key themes of the study.
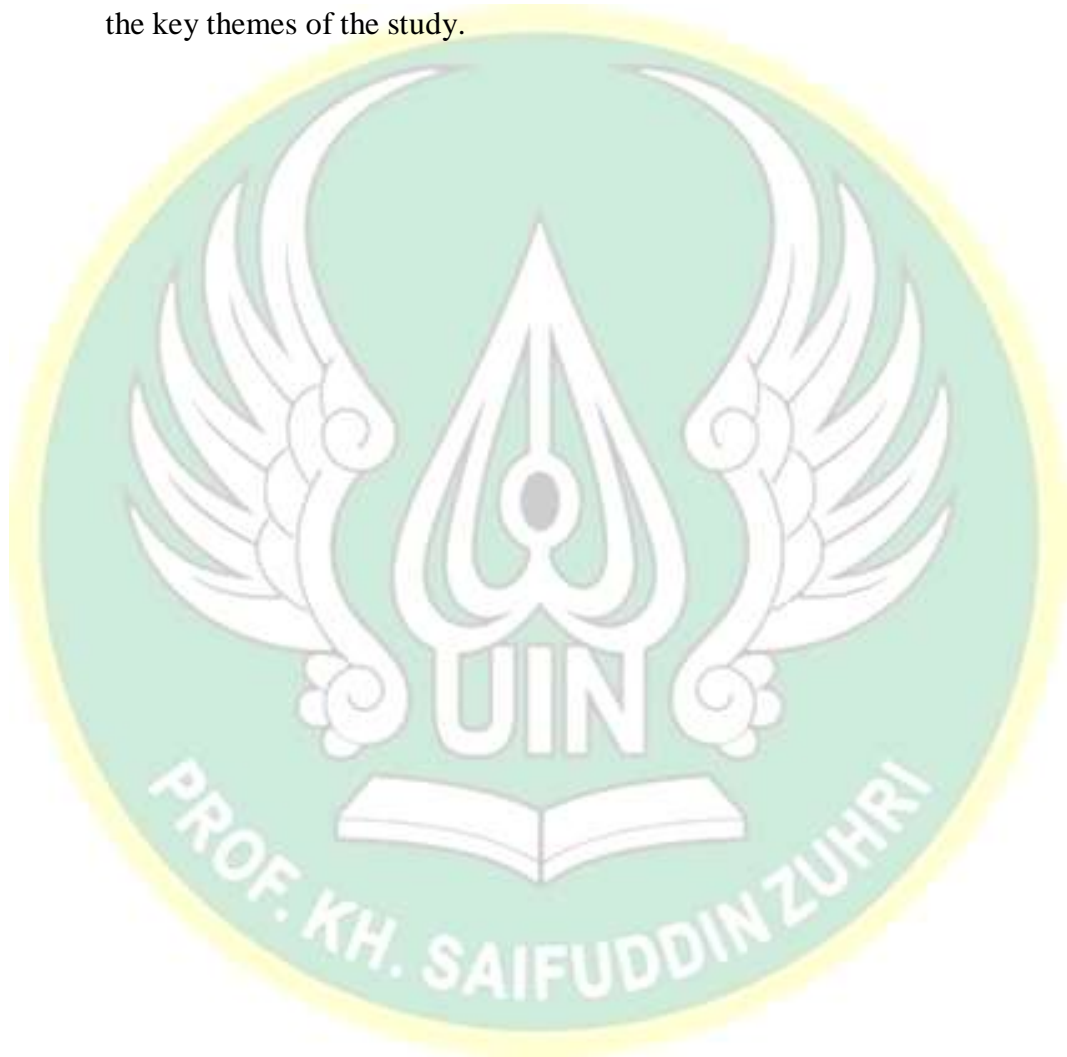
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

After analyzing the questionnaire on the respondents' perception in the effectiveness of the jigsaw strategy in learning English which was collected at the MA Al Hikmah 1 Benda Sirampog School, Brebes Regency, the researcher found that in general, the score is 87,5 the minimum score is 55, and the average (average) is 72,5.The description of the results of the English questionnaire analysis is presented in the bar chart below: This chapter presents the result of the study and a discussion of how the researcher analyzed the data, which is based on the research question "What are the students' perceptions in learning English at MA Al Hikmah 1 Brebes Regency about the use of the jigsaw strategy in 10th grade". The participants in this study consisted of students, students of 10th grade. All participants took part in a survey questionnaire distributed using a questionnaire sheet. 75 students completed the distributed questionnaire. To better understand students' efforts to improve classroom learning, this study interviewed 5 participants who filled out the questionnaire. Interviewees were selected randomly. This study refers to 'respondents' as R1, R2, R3, R4, and R5. The following summarizes the total number of questionnaires distributed, returned, and received.

A. Encouraging Learning Using a Jigsaw Strategy

The cooperative learning strategy known as the "jigsaw classroom model" incorporates task specialization and individual rewards. Years of research have shown that the fundamental objective of the jigsaw classroom is to lessen prejudice among children. The jigsaw classroom learning strategy increases students' intrinsic motivation by helping them feel more competent.[52] Encouraging Learning Using Jigsaw Strategy is referred to as using

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[52] U ASIF et al., "A Mixed Method Evaluation of Cooperative Learning Using Jigsaw Classroom Model in Clinical Pharmacology Course," *Preprint]. In Review. https ...* (2021): 1–18, https://scholar.archive.org/work/r53lmxoocnakvhmbxatul7jpci/access/wayback/https://assets.researchsquare.com/files/rs-1036508/v1/72e88248-bb4f-4de8-ab56-1e0515edd613.pdf?c=1635791805.

a jigsaw strategy. The table below shows the percentage of people who personally use the jigsaw strategy:

1. Learning is done using an exciting jigsaw strategy.

Diagram 4.1. Learning is done using an exciting jigsaw strategy

Statement 1 " Learning is done using an exciting jigsaw strategy." According to the average responses given by students to statement number 1, 19 students highly agreed, 31 agreed, 22 agreed but were indifferent, 3 disagreed, and zero strongly disagreed. For question number 1, 78% of students on average gave correct answers. This demonstrates that the majority of students believe the jigsaw technique is very simple to comprehend, while only a small percentage believe it is difficult to understand.

From the results of the percentage of the questionnaire above, students' perceptions about the ease of learning carried out using the jigsaw strategy are still quite good, 25 students agree that the learning carried out using the jigsaw strategy is interesting and easy to use, and 13 students are neutral in other words that not all understand the strategy. And there are still many things that need to be explained for the sake of the success of the strategy for the good of students who still do not understand the other two giving answers that do not agree. In this case, most students positively consider that

the learning implemented using the jigsaw strategy is easy to use. The results of the interview support this. It was found that R1, and 5, stated that the learning carried out using the jigsaw strategy was easy to use, especially in learning descriptive text based on the jigsaw strategy, because it was very easy to understand, students felt that Jigsaw was easier to understand when they collaborated and discussed with each other, did not take long to complete the task and mutual understanding.

Excerpt of Interview

R1 : "Yes, because learning using this strategy is able to create innovative and complex learning".[53]

R5 : "Interesting, because it stimulates students to be more independent in understanding. More than that, students are also stimulated to act on the proposed topic. Also stimulates discussion, which will indirectly form skills in receiving and giving opinions."[54]

The majority of the students in the current study concurred that the jigsaw technique aided in their understanding of fundamental concepts throughout educational activities. They had the chance to see how peers employed various learning techniques and make appropriate adjustments as a result. These results imply that cooperative learning paradigm strategies increase deep learning in challenging and complex courses in higher education.[55]

When using a cooperative learning approach, the Jigsaw Strategy is an effective way to learn the course information. The

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[53] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[54] Interview with R 1 and 5, on April 20th, November 15th2022

[55] ASIF et al., "A Mixed Method Evaluation of Cooperative Learning Using Jigsaw Classroom Model in Clinical Pharmacology Course."

jigsaw strategy promotes listening, participation, and empathy by providing each group member a crucial role to perform in the educational activity. To achieve a shared objective, the group's members must function as a cohesive unit; each member depends on the others. If no one on the team collaborates successfully, no student will fully succeed. All of the students in the class may interact more easily because of "cooperation by design," and as a result, they come to regard one another as collaborators on their shared tasks.[56]

2. Using the jigsaw strategy is fun.

Diagram 4.2. Using the jigsaw strategy is fun

Statement 2 " Using the jigsaw strategy is fun." Based on the average student answers to statement number 2, the results obtained were 21 students answered strongly agree, 28 agreed, 19 were neutral, and 7 disagreed. The average percentage of students' answers to item 2 is 77%. This shows that most of the students agree that their jigsaw strategy is fun. The results of the bar chart above strongly indicate that 49 students agree that they state that the jigsaw strategy is fun for learning English because, basically, they are not used to using the strategy, which indicates that most students

[56] Schreyer Institute for Teaching Excellence Penn State 301 Rider Building II University Park, PA 16802

feel happy using Jigsaw is that they find new things and easy to understand.

A learning activity can also be made exciting and interesting by including additional activities, such as instructional games. An educational game is a sort of experiential learning where the student participates in an activity, evaluates it critically, draws some practical conclusions from the analysis, and then applies the conclusions.[57] Instructional strategys requiring the learner to participate in a competitive activity with present rules" are what an educational game is, according to one source (p. 10). The researcher plays a game called guessing. A guessing game involves the interaction of language and thought.[58]

On the other hand, the students who were interviewed about the learning strategy were quite effective to be applied it at the MA level. by adjusting the type of material to be conveyed as well so that each of them has the same learning experience. So what are the benefits? The application of this strategy also can practice their cognitive abilities. They will be easier to understand. Now, in addition to cognitive abilities, there are other skills, namely learning, that will improve students' capacities. For instance, speaking abilities, since students must present or explain the information they are given, as well as other abilities, make learning Jigsaw in English, in my opinion, pretty exciting and enjoyable.

Excerpt of Interview

R1   : "It's fun, in my opinion, because I myself am the type of person who likes to discuss (extrovert). It is clear that here there will be interactions not only with the group but also

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[57] Eny Suspartiana, "A Jigsaw and Educational Game: Fun Learning Tools to Enhance Reading Skills," *KnE Social Sciences* 2022 (2022): 254–260.

[58] Suspartiana, "A Jigsaw and Educational Game: Fun Learning Tools to Enhance Reading Skills."

with other groups, which means that students will be trained to be more tolerant of other people's opinions. If I were a student, I would also feel less bored because I could interact actively with other students. It's a different story. If the lecture is taught, it can't be noisy. While I'm a fussy person.".[59]

R5 : "It's fun because, in addition to students learning in their own way, students are also expected to be able to exchange ideas with each other about the learning topic being discussed".[60]

The jigsaw technique, as one of the cooperative learning strategys, provides an effective and fun teaching strategy that focuses on the communicative approach. The learning process in the jigsaw technique makes students become centred. As a result, the students have authentic reasons for listening to one another because they have to finish their tasks by cooperating. They can ask questions, clarify issues, and restate points of view.[61]

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[59]Translated by
https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[60] Interview with R 1 and 5, on April 20th, November 15th2022

[61] Doni Alfaruqy, "The Implementation of the Jigsaw Technique to Increase Students' Listening Achievement and Motivation Aspects," *ELE Reviews: English Language Education Reviews* 1, no. 1 (2021): 22–40.

3. learning is following the teaching I want.

Diagram 4.3. This learning is following the teaching I want.

This Statement 9 " This learning is following the learning I want." Based on the students' average perception of statement number 9, the results obtained were 6 students answered strongly agree, 18 agreed, 35 were neutral, 14 disagreed, and 2 strongly disagreed. The average percentage of student answers for item number 9 is 63%. These results indicate that the jigsaw strategy helps students in the classroom and students to become learning, which has more positive effects.

From the results of the percentage of the questionnaire above, students' perceptions of "This kind of learning is in accordance with the learning I want is still quite good; 24 students agree that the learning implemented using the jigsaw strategy is interesting and easy to use, and 35 students are neutral in other words that almost foreign students with a strategy that is said to be old but still fail to understand the teacher who has not explained the technicalities of a jigsaw strategy, with that reason the researcher asked several questions, and it turned out that it was still not what was expected, 16 other students gave answers that did not agree. Other students fifty-fifty think that the learning implemented using the jigsaw strategy needs to be re-explained technically and the

rules used to match expectations. The interview results support this; it was found that R3, and 4, stated that the learning implemented using the jigsaw strategy was still confused d used to match what was conveyed by several other researchers.

Excerpt of Interview

R3   : "Yes, but still a little confused. If the teacher applies a student centre, then the strategy is appropriate".[62]

R4   : "Yes. Because it improves learning outcomes, improves memory, can be used to achieve a high level of reasoning, encourages the growth of intrinsic motivation (individual awareness)."[63]

This study demonstrates that the jigsaw classroom model can be successfully implemented in lessons that aim to raise student achievement. Since many students desire this type of education, it should be noted that active learning strategies are highly beneficial for multidisciplinary science. In studies related to health professional education, the major addition of jigsaw teaching approaches to encourage students' critical thinking, motivated participation, engagement, and learning outcomes in many nations has been reported to be enhanced.[64]

B. ACTIVELY EXCHANGE OPINIONS ACTIVE IN-CLASS LEARNING

One that is quite difficult is learning English vocabulary that is often used in conversation, including opinions. Enrich vocabulary by frequently opening the dictionary to learn to enrich and remember words, especially

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[62]Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[63] Interview with R 3 and 4, on April 10th, November 11th2022

[64] ASIF et al., "A Mixed Method Evaluation of Cooperative Learning Using Jigsaw Classroom Model in Clinical Pharmacology Course."

those that are often used in everyday life. Starting from verbs, nouns, adjectives and proverbs. Using these tools (supporting tools) has helped the learning process to make opinions in English, increasing students' understanding. The percentage of active exchange opinions active in-class learning is presented in the table below:

1. Jigsaw strategy learning encourages you to work together with friends.

Diagram 4.4. Jigsaw strategy learning encourages you to work together with friends

Statement 5 " Jigsaw strategy learning encourages you to work together with friends." Based on the average student's answers to statement number 5, it was found that 23 students answered strongly agree, 38 agreed, 10 were neutral, and 4 disagreed. The average percentage of student answers for item number 6 is 81%. This shows that most students strongly agree that they feel more confident in discussing using the jigsaw strategy while studying.

From the results of the questionnaire, it can be seen in the bar chart above that 61 students agreed that using the jigsaw strategy helped encourage them to cooperate with friends and increase their confidence, and only 4 students did not agree that Jigsaw encouraged students to cooperate with friends in using it. This shows that their perception of self-confidence in using the jigsaw strategy is good, which with high self-confidence will greatly

affect the learning process in class and student learning outcomes. Where students can encourage to increase learning opportunities for students through experiments supported by learning media, their confidence and personal identity as practitioners of learning strategies tend to increase, especially when working in groups.

Excerpt of Interview

R3 : "Yes, to add perspective to a topic. To test whether my argument is strong or not."[65]

R4 : "Yes. Jigsaw's goal is to help students feel more accountable for both their own learning and the development of others. Students must be prepared to teach and share the subject with other group members in addition to learning the assigned material.[66]

If the teacher is willing to use tactics, models, and learning resources, then students will learn with quality. As a result, the teacher's job is to develop an environment where students are motivated to learn and are encouraged to engage in appropriate learning activities. One of the teaching and learning techniques that promotes active student learning is the use of group learning.[67]

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[65]Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[66] Interview with R 3 and 4, on April 10th, November 11th2022

[67] Hasibuan, JJ and Moedjiono. 2009. Teaching and Learning Process. Bandung : PT. Rosdakarya Youth. Supriadi, D. 1999. Uplifting the Image and Dignity of Teachers. Yogyakarta: Adicita Karya Nusa.

2. Students are not afraid to ask questions and share in discussions.

Diagram 4.5.Students are not afraid to ask questions and share in discussions

Statement 15 " Students are not afraid to ask questions and share in discussions." Based on the average student answers to statement number 15, the results obtained were 19 students answered strongly agree, 25 students answered agree, 26 neutral, and 5 disagree. The average percentage of students' answers to item 15 is 75%. The results of this study indicate that most students agree that they are not afraid to ask questions and share in discussions in learning activities.

The results of the questionnaire that students' perceptions of students are not afraid to ask questions and share in discussions in learning activities, where 24 students stated that they were not afraid to share in discussions during learning activities and 14 were neutral while the other 2 were not. In this statement, almost no one is not afraid to share knowledge during discussions; they all give each other solutions to problems in class. Around 76% of students said they really participated in learning activities using the jigsaw strategy, and they actively asked each other. There is one student who stated that I am not afraid to ask and share because by actively asking and sharing, we can add insight according to the researcher's

interview.

Excerpt of Interview

R3 : "It shouldn't be because students are faced with peers who are likely to think about the same".[68]

R4 : "No, because there is a possibility that his curiosity will arise".[69]

The discussion technique is a learning exercise where students are given an issue to discuss in a study group. The problem may take the shape of questions or facts. The discussion approach of instruction focuses on how pupils develop their problem-solving skills. This technique is used by two or more pupils working together.[70]

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[68] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate
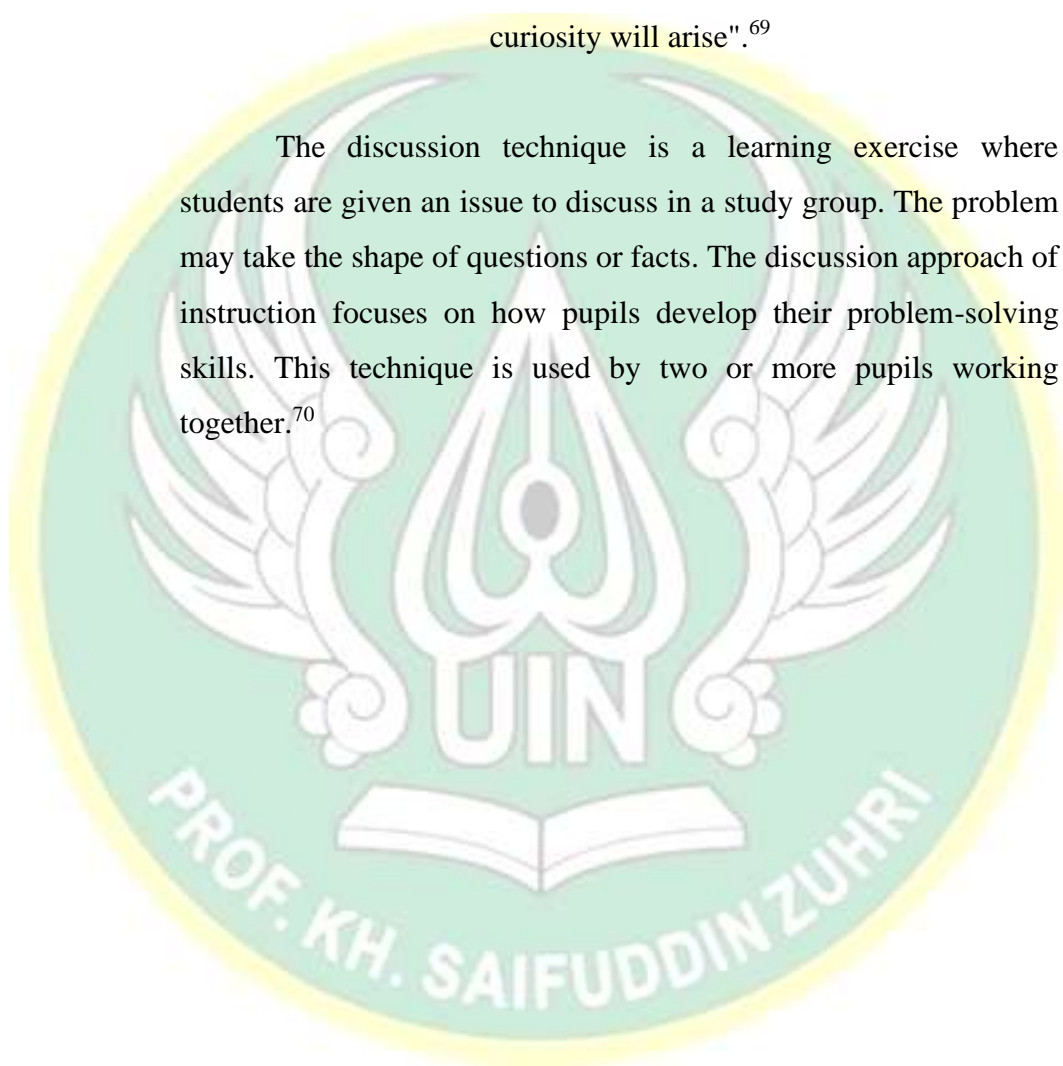
[69] Interview with R 3 and 4, on April 10th, November 11th 2022

[70] JURNAL SCIENTIA, the application of the group discussion method to improve learning outcomes of christian religion and characteristics main matter the impact of sin for class v state school students 066044 medan odd semesters, 2021/2022 academic year 2021/2022 Volume 11No 1, Agustus 2021ISSN 2302-0059

C. HOW CAN THIS PROBLEM BE SOLVED

1. learning using the jigsaw strategy is easy to understand.

Diagram 4.6.learning using the jigsaw strategy is easy to understand

Statement 3 "Learning using the jigsaw strategy is easy to understand." Based on the average student answers to statement number 3, the results obtained were 16 strongly agree 19 students answered agree, 32 were neutral, and 4 disagreed, 4 strongly disagreed. The average percentage of student answers for item 3 is 70%. This shows that students agree that they can improve their understanding of their learning by using learning using the jigsaw strategy, although there are still some who do not know the technicalities of learning to use the jigsaw strategy because they just know the correct system according to the opinion of the real researcher.

The percentage of the questionnaire above shows that students' perceptions of From the results of the bar chart above, students' perceptions of the statement that the jigsaw strategy makes learning activities more interesting and easy to understand well, where 35 of them agree, 32 are neutral and 8 others do not. Every student must have their own way of making learning more interesting and fun, but in using Jigsaw in the classroom, not all

teachers can apply it. The jigsaw strategy is often used in teaching English; however, as most English teachers will admit, much more needs to be done to make efficient and enjoyable use of (latest) learning strategys because most students answered neutral statements, so they felt awkward and reluctant to ask what they did not know to the teacher.

Excerpt of Interview

R1 : "Yes, because team members use learning tools to complete the subject matter and then help each other to understand the lesson material through tutorials, quizzes, each other understand and or have discussions.".[71]

R2 : "in a certain age group. Jigsaw is more effective for understanding. But in the group of children who still have to be 'fed' to receive information, I think the Jigsaw is still difficult to understand them".[72]

They have suggested that not all of the pupils can understand the strategy based on the findings of interviews with a number of students. The age range of the pupils we will teach needs to be adjusted. Because they are accustomed to employing relatively antiquated techniques, some students still struggle to understand what a learning strategy is. The purpose of employing cooperative learning methodologies is to provide students a better grasp of the value of group collaboration while still emphasizing individual efforts, according to the researcher's statement. As a result, it's crucial that education imparts a knowledge of the value of group

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[71] Translated by
https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[72] Interview with R 1 and 2, on April 12th, November 11th2022

collaboration.[73]

2. English subjects have many benefits for everyday life.
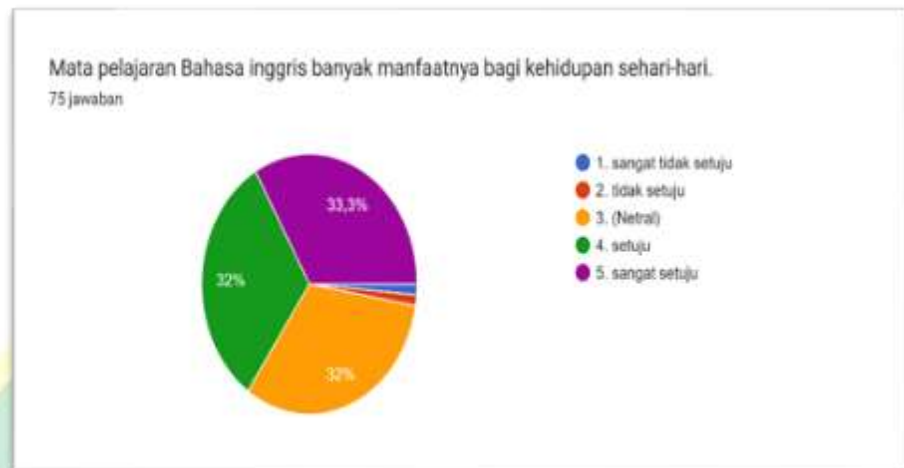
Diagram 4.7. English subjects have many benefits for everyday life

Statement 6 " English subjects have many benefits for everyday life." Based on the average student answers to statement number 6, the results obtained were 24 students answered strongly agree, 23 agreed, 26 were neutral, and 1 disagreed, 1 strongly disagreed. The average percentage of students' answers to the statement of item 6 is 78%. These results indicate that most students agree that they can improve their understanding of English subjects with many benefits for daily life.

The percentage of the questionnaire above shows that students' perceptions of From the results of the bar chart above, students' perceptions of the statement that the jigsaw strategy has many benefits for everyday life because not all strategys can teach discussion, and Jigsaw has provided lessons indirectly to students about the meaning of thinking about each other's circumstances where out of 75 respondents 47 who agreed 26 were neutral 2 disagreed. Every student must have their own way of determining which learning media is right for them to use the Jigsaw in the

73 Istiqomah Et al., "Jigsaw On Line Model as the Improvization of Learning Methods in the Covid-19 Pandemic," Psychology and Education Journal 58, no. 1 (2021): 5408–5416.

classroom. It's not always boring, and there are many new things that we don't know. There are 2 people who disagree with the statement above, but it doesn't mean they don't completely reject it. There are only a few factors that make them. This learning style's cornerstone is "peer teaching," which entails learning exclusively from peers. This will be difficult because various pupils may see and understand ideas in different ways. In this case, instructor monitoring is crucial to preventing "misconceptions.".[74] with details 1 disagrees, and 1 strongly disagrees, maybe they know the learning that is suitable for them to better understand the material. The teacher can also apply a jigsaw strategy with an updated combination so that students are not bored and bored, and there are some inputs from students during the interview.

Excerpt of Interview

R1 : "So far, I haven't seen many benefits in my daily life because I live in a village where Javanese is the first language, and English is a foreign language. There are no tourists, and I haven't worked unless I was accepted as an assistant tour guide in Bali. But there are definitely benefits, but I think it's more about the benefits in the field of work. It is difficult to apply English in the village. Moreover, we prospective English teachers must definitely be able to speak English, and the benefits will be felt by students".[75]

R2 : "By understanding how to communicate in

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[74] Tadris Faculty et al., "THE EFFECT OF THE USE OF VOA LEARNING ENGLISH APP WITH JIGSAW STRATEGY ON STUDENTS ' LISTENING COMPREHENSION By : Estia Aswita" (2022).

[75] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

English, we can work in foreign companies, study abroad, and can communicate with foreigners without having to rely on translator applications".[76]

Students working in groups can assist one another in solving simple problems that must be done within the framework of instructive games, puzzles, or problem-solving sessions. The range of the subject matter is rich in intriguing and difficult concepts that are helpful when discussed. Although cooperative learning can vary in various ways, it can be divided into categories based on the following characteristics. (1) Group objectives; (2) Individual accountability; (3) Chances for success for all; (4) Group competitiveness; (5) Task specialization; and (6) Adaptation to Individual Needs.[77]

3. When given a task, I do it with full responsibility.

Diagram 4.8.When given a task, I do it with full responsibility.

Statement 13 " When given a task, I do it with full responsibility." Based on the average student answers to statement number 13, the results obtained were 15 students answered strongly

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[76] Interview with R 1 and 2, on April 12th, November 11th2022

[77] Faculty et al., "THE EFFECT OF THE USE OF VOA LEARNING ENGLISH APP WITH JIGSAW STRATEGY ON STUDENTS ' LISTENING COMPREHENSION By : Estia Aswita."

agree, 29 students agreed, 24 were neutral, and 5 disagreed, 2 strongly disagreed. The average percentage of students' answers to the statement of item 13 is 73%. These results indicate that most students agree that they do the task seriously and are full of responsibility.

Students, in general, will be more aware of the subject matter that makes them interested so that they will work on assignments with enthusiasm. Sometimes the assignments given by the teacher are still too excessive and deviate from the original goal. But the most important thing is that we don't necessarily forget schoolwork from student learning activities. School assignments will run according to their functions if the question instructions and the duration of the process are reviewed. A sense of responsibility for the child as a student won't develop later if students no longer perceive the task as an obligation. This shows that almost all students agree that the jigsaw strategy affects students' understanding, which is also seen in how students can apply it. But in reality, students can only optimize their assignments if the strategy is carried out according to the procedure.

> R2 : "Yes, I will work with full responsibility because if I do it seriously, I will indirectly understand the material."[78]

> R1 : "I will do my job responsibly because it is my duty as a student."[79]

with the student's statement, the task greatly affects how we understand the learning material. If we can do the task well, we will

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[78] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[79] Interview with R 1 and 2, on April 12th, November 11th 2022

also understand the material the teacher conveys.[80]

    4. Jigsaw learning with the previous learning strategy did not affect my interest in learning English.

Diagram 4.9. Jigsaw learning with the previous learning method did not affect my interest in learning English.

Statement 12 " Jigsaw learning with the previous learning strategy did not affect my interest in learning English. " Based on the average student answers to statement number 12, the results obtained were 4 students answered strongly agree, 7 agreed, 35 were neutral, and 22 disagreed, 7 strongly disagreed. The average percentage of students' answers to item 12 statements was 54%.

These results indicate that most students do not agree that they do not understand the previous strategy because the learning is still passive, and in fact, the teacher is more active in the learning. This shows the students' perception questionnaire in Ma al-hikmah that almost all students give a bad perception of the statement, and the use of a jigsaw can improve students' understanding. 9 students out of 11 answered agree, and the remaining 35 were neutral, 29 disagreed.

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[80] Muhammad Haris Effendi-Hasibuan et al., "Jigsaw Learning Strategy in a Diverse Science-Classroom Setting: Feasibility, Challenges, and Adjustment," *Cakrawala Pendidikan* 39, no. 3 (2020): 733–745.

R2 : "Depends; if the previous learning focused on the student's center, of course, it would maintain interest, but if it focused on the teacher center, it might increase interest too, although not like in the first option."[81]

R1 : "Previously, it had an influence, but after using the jigsaw strategy, it could be more leverage in learning."[82]

The students' perceptions above show that students can better understand English learning if there is an innovation in a learning strategy and can also improve students' understanding. But unfortunately, when they tried to use the jigsaw strategy in a class by asking students to use the previous strategy, the students actually felt awkward and felt strange because they were new to the strategy.

They also favor using straightforward teaching strategys due to the pupils' limited skills and the manner they distribute or explain the material using a jigsaw approach. The jigsaw technique is a teaching strategy that requires students to study in groups of 4-6 peers with a range of academic ability. Homegroup members collaborate in expert groups to research the prescribed readings. Following discussion, they return to their original group to brief the other members on the meeting. The teacher will then distribute the test as part of the evaluation process to gauge the pupils' understanding. Since students like social interaction, Jigsaw is an effective way to improve their language skills.[83]

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[81] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[82] Interview with R 1 and 2, on April 12th, November 11th2022

[83] Alfaruqy, "The Implementation of the Jigsaw Technique to Increase Students' Listening Achievement and Motivation Aspects."

D. DISCUSS IN GROUPS TO UNDERSTAND THE WHOLE MATERIAL IN ITS ENTIRETY

1. English is a subject that I like.

Diagram 4.10. English is a subject that I like.

Statement 4 "English subject is my favorite subject." According to the average student responses to statement number 4, 12 students highly agreed, 16 agreed, 34 were neutral, 6 disagreed, and 7 disagreed severely. The average student response rate to the statements in item 4 is 65%.

These results indicate that some students agree that they like English lessons, but many also respond neutrally, so there are still many students who feel that English lessons are difficult. This shows that the student perception questionnaire at MA Al Hikmah 1 almost gave a bad perception of the statement, and they still had difficulty understanding English. 28 students out of 75 answered agree, 34 were neutral, and 13 students disagreed.

R4   : "neutral because I like math, and English makes me feel less confident because many

of my peers are better at it."[84]

R3   : "Yes, because I was taught English before I was little, even though I was just learning numbers. Besides that, it's also because I like learning foreign languages. When I was little, I was given several languages, Kromo (Javanese), English, and Mandarin. It's just that for Mandarin, I don't remember because no one is using it either. Another reason is that back in middle school, I was bullied a lot because I was an underprivileged student; bullying made me lose confidence, and then there was a moment when my English changed everything in grade 2. I was often praised by the teacher for my ability even though I wasn't active in English. Finally, I like English. Maybe being rich used to not liking the person but rather wanting to have something different from other people".[85]

Students must therefore grasp one subject they have heard about. Then, in order to arrange for comprehensive information, they must provide that information to the other group members. Students will gain new information from those activities that is related to one another and completes their knowledge. Interactions between students will make learning enjoyable and engaging. The jigsaw strategy can be used as a consequence to keep pupils from getting bored while learning to listen.[86]

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[84] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[85] Interview with R 3 and 4, on April 19th, November 18th 2022

[86] Alfaruqy, "The Implementation of the Jigsaw Technique to Increase Students' Listening Achievement and Motivation Aspects."

2. I can follow the way of learning by utilizing this new strategy (jigsaw strategy).
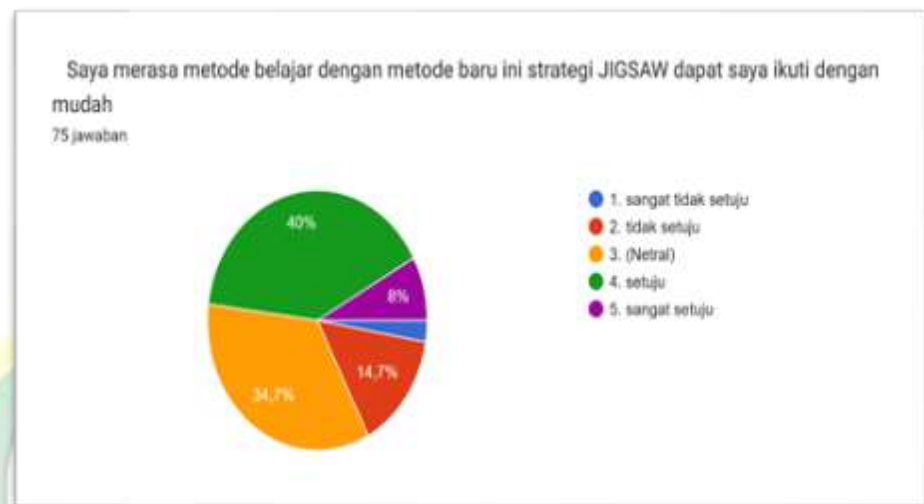
Diagram 4.11. *I can follow the way of learning by utilizing this new method (jigsaw strategy).*

Statement 7 "I can follow the way of learning by utilizing this new strategy (jigsaw strategy)." According to the average student responses to statement number 7, 6 students highly agreed, 30 agreed, 25 were neutral, 12 disagreed, and 2 severely disagreed. The average proportion of students who correctly answered question 7's statement is 67%.

These results indicate that students feel they agree that they can improve students' understanding through the jigsaw strategy. According to him, the jigsaw learning model is a strategy used if the material can be divided into several parts, and each requires systematic delivery. So the advantage of this system is that it can involve students in learning and teaching other students. 36 students out of 75 answered agree, 25 were neutral, and 14, disagreed.

R4 : "The goal of this Jigsaw is to foster collaboration, cooperative learning techniques, and the mastery of in-depth knowledge that would be impossible to

achieve if they were to learn the entire subject on their own.[87]

R3 : "I myself do not understand how the jigsaw strategy works in practice. Maybe if it was explained before the lesson, it would be easy. If you haven't gone yet, you can ask again".[88]

The student's perception above shows that students can understand. The purpose of the formation of expert staff is to explain the material to their peers. Therefore, teachers are required to be able to guide properly so that all members of the expert staff can master and express the material or theory given. The secret to the success of the jigsaw model is that students are required to have a high sense of togetherness and responsibility so that all the knowledge is absorbed and the existing problems can be found a good solution. Even though many think this strategy is easy, it is highly recommended that all students always focus and listen well.

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[87] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[88] Interview with R 3 and 4, on April 19th, November 18th2022

3. I feel happy if English lessons can be done by studying in groups with peers.

Saya merasa senang jika pelajaran Bahasa inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya.

75 jawaban

- 1. sangat tidak setuju
- 2. tidak setuju
- 3. (Netral)
- 4. setuju
- 5. sangat setuju

40% 22.7% 30.7%

Diagram 4.12. feel happy if English lessons can be done by studying in groups with peers.

Statement 10 "I feel happy if English lessons can be done by studying in groups with peers." Based on how the average student responded to statement number 10, the results were as follows: 30 students agreed, 17 strongly agreed, 24 were neutral, 4 students disagreed. The average percentage of students who correctly answered item 10's statement was 76%. These results indicate that most students agree that they are happy if English lessons can be done by studying in groups with their peers. This is shown in the student perception questionnaire at MA Al Hikmah 1 that almost all students give a good perception of the statement, and the use of the jigsaw strategy can improve students' understanding. 47 students out of 75 answered agree, 24 were neutral, and the rest did not.

R20 : "I feel happy if learning English is done in groups so that we can exchange ideas and increase knowledge."[89]

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[89] Translated by
https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

R15 : "Because the most important thing is communication with peers or in groups to increase self-confidence."[90]

4. While learning english using the jigsaw strategy, I became more active in learning activities because I found the teaching interesting.

Diagram 4.13. learning english using the jigsaw strategy, I became more active in learning activities because I found the teaching interesting

Statement 14 "While learning english with the jigsaw strategy, I became more active in learning activities because I found the teaching interesting." According to the average responses given by students to statement number 14, 10 students strongly agreed, 34 agreed, 26 were neutral, and 5 disagreed. The average proportion of students who correctly answered item 14's statement is 73%.

From the results of the bar chart above, the teacher's perception of the statement that Jigsaw makes learning activities more interesting and fun is good, where 44 of them agree, 26 are neutral, and 1 does not. Every teacher must have their own way of making learning more interesting and fun, but in using jigsaws in the classroom, not all teachers can apply it. Jigsaw is often used in teaching English; however, as most English teachers will admit,

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[90] Interview with R 3 and 4, on April 19th, November 18th2022

much more needs to be done to make efficient and enjoyable use of the (newest) strategy.

The findings of interviews with respondents 20 and 15 further confirm this; students are pleased with the strategy being taught, particularly if the Jigsaw is effectively put together; in addition to being able to improve knowledge, it can also foster confidence, ensuring that the session will go as intended.

R3 : "The jigsaw approach was chosen by researchers because it offers various benefits, including the ability to boost students' feeling of accountability for both their own learning and the learning of others".[91]

R4 : "Of course, Karna can increase self-confidence to learn English and further improve communication between peers."[92]

This confirmed that jigsaw and peer-tutoring instructional strategies are learner-centered and capable of making a remarkable impact on instructional practices. The higher achievement recorded by both strategies may be due to the active interaction and active participation of all students in the treatment process. This result agrees with the finding of Chukwu and Arakoyu (2019); Sudrajat, Iasha, and Femayati (2019); Odo and Nwachukwu (2020), and Fakiye. (2021), who, in their various studies, reported that students taught using Jigsaw and peer tutoring strategies achieved better academically in sciences.[93]

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[91] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[92] Interview with R 3 and 4, on April 19th, November 18th2022

[93] Dairo Grace Oluwakemi, "Unizik Journal of Educational Research and Policy Studies VOL.5; Https://Unijerps.Org 2021," *Unizik Journl of Educationalresearch and Policy Studies* 5, no. 1 (2021): 110–126, http://sjifactor.com/passport.php?id=21363.

5. I am able to understand the strengths and weaknesses of friends in the group.

Diagram 4.14. I am able to understand the strengths and weaknesses of friends in the group

Statement 16 "Able to understand the strengths and weaknesses of friends in the group." According to the average student responses to statement number 16, 23 students highly agreed, 28 agreed, 19 responded neutrally, 2 strongly disagreed, and 3 disagreed. The average proportion of students who correctly answered question 16's statement was 78%. These findings show that the majority of students concur that they are able to comprehend the advantages and disadvantages having buddies in the group.

In peer groups, individuals will feel the similarities with one another in age, needs, and goals. Peer groups are not concerned with organizational structure, but group members feel a sense of responsibility for the success and failure of the group. Characteristics of peer groups, Does not have a clear organizational structure Temporary nature Teaches individuals about a broad culture Members are individuals of the same age Peer group functions Teach culture Teaches social mobility Assists in new

social roles Peer groups as a source of information for parents and teachers, even for society Individuals can achieve dependence on one another Peer groups teach adult morals Individuals can achieve independence on their own. This shows the student perception questionnaire in MA Al Hikmah 1 that almost all students give a good perception of the statement, and using Jigsaw can improve students' understanding. 51 students out of 75 answered agree, 19 were neutral, and the rest did not.

R3 : "Yes, because students have interacted in class every day at school, they must understand a little about the character of their friends. When grouped, it will be more visible how the characters are, such as the strengths of this child; his writing is good and neat, and his weakness is he is quiet. The other friend is active in opinion, creative, and has good leadership, he can manage groups well, but his weakness is that he is impatient and finds it difficult to hold his ego for his opinion; it cannot be denied".[94]

R4 : "can be seen because it can be compared with which groups are more active and which groups are less active during learning activities."[95]

To support students' zone of proximal development, or the level of conceptual understanding they can attain with the help of their peer leaders, according to Chase et al. (2020), PLTL creates a

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[94] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[95] Interview with R 3 and 4, on April 19th, November 18th 2022

connection between students and peer leaders (Wilson & Varma-Nelson, 2016). Peer leaders are therefore seen as both intellectual and social role models, and social learning theory highlights that these role models are followed in terms of accomplishments (Wilson & Varma-Nelson, 2016). Learning is facilitated in terms of interaction when a link is formed between the peer leader and the student. The sharing of experiences and the dissemination of knowledge would be encouraged by a strong peer-leader-student interaction. Peer leaders and students become close through interaction, which develops their relationship. Additionally, Black and Deci (2000) stress that students' perceptions of their peer leaders enhance their engagement in and performance in the course. Additionally, through a concerted effort, collaboration enables individual efforts to produce beneficial synergy (Robbins, Judge, & Millett, 2015). During the move from working alone to working in teams, employees must interact with coworkers, exchange information, deal with disagreements, and set aside personal interests for the benefit of the team.[96]

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[96] Tuzlukaya, Ş., Şahin, N. G. G., & Cigdemoglu, C. (2022). Extending peer-led team learning to management education: The effects on achievement, critical thinking, and interest. *The International Journal of Management Education*, *20*(2), 100616.

E. ANALYZING LEARNING MATERIALS

1. The media used can help to understand the material being explained

Diagram 4.15.The media used can help to understand the material being explained

Statement 8 the media used can help to understand the material explained." According to the results of the average student responses to statement number 8, 11 students highly agreed, 25 agreed, 25 were natural, 1 strongly disagreed, and 13 disagreed. The average student gave a percentage response to item no. 8 that was 69%.

According to the student's perception outlined above, media used by students can aid in comprehension of the subject matter. Media can be utilized both formally and privately for educational reasons. The media becomes an essential component of the learning process itself in traditional learning. Students can engage directly with the content being studied by using media. By requesting that students utilize their own media, they can touch, look at, and learn about the thing. Unfortunately, the students waste the chance when they try to use the Jigsaw in class. Similarly, pupils prefer manual teaching owing to their limited skills and the way these media are used to disseminate or explain information.

R5   : "Yes, because usually, if you use a media, the material described will be easier to understand."[97]

R1   : "Yes, because the appropriate media will affect students' understanding in understanding the subjects they get."[98]

According to the questionnaire answers provided by the students, the jigsaw classroom encouraged them to approach learning critically and to finish their assignments on time. This conclusion is backed by prior research demonstrating enhanced critical thinking abilities regarding educational knowledge under the jigsaw classroom style.[99]

2. I feel I have a lot of new information with this jigsaw learning strategy.

Diagram 4.16. I feel I have a lot of new information with this jigsaw learning strategy

Statement 11 "I feel I have a lot of new information with this jigsaw learning strategy." According to the average student

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[97] Translated by https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[98] Interview with R 5 and 1, on April 16th, November 17th2022

[99] ASIF et al., "A Mixed Method Evaluation of Cooperative Learning Using Jigsaw Classroom Model in Clinical Pharmacology Course."

responses to statement number 11, 14 students strongly agreed, 29 agreed, 23 were neutral, and 9 disagreed. The average percentage of students who correctly answered item no. 11's statement was 73%.

The moment of discussion in class can be given by the teacher to change the learning atmosphere from just hearing explanations to participating in expressing opinions in one forum, usually at the moment of group presentation of students in front of the class, whereas in the initial session the group explains the material and continues with a question and answer session or discussion session at the end. Jigsaw is one of the best uses of cooperative learning because it is based on the idea that students are accountable for themselves and their groups, and that they must be able to delegate authority and assist others. Nearly all of the requirements and signs of cooperation will manifest by themselves. In this fashion, 43 out of 75 students responded that they agreed with statement 11, 23 responded in a neutral manner, while the other students did not.

R5 : "Yes, because the information obtained is not only from one or two people, but we can get information from people who are in the same group".[100]

R1 : "Yes, because the information and learning that the teacher conveys use interesting strategies to make it easier for students to understand the material".[101]

The sharing of experiences and the dissemination of knowledge would be encouraged by a strong peer-leader-student interaction. As a result of the connection, peer leaders and students

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[100] Translated by
https://translate.google.co.id/?hl=en&sl=id&tl=en&text=diterjemahkan%20oleh%20&op=translate

[101] Interview with R 5 and 1, on April 16th, November 17th 2022

begin to form a close bond.[102]

It is thought that using cooperative learning in this situation will help pupils overcome their difficulties in developing their listening abilities. Students can share information with other group members if they are having trouble reading texts for the listening test. They can then piece together all of the information from the listening text.[103]

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[102] Tuzlukaya, Ş., Şahin, N. G. G., & Cigdemoglu, C. (2022). Extending peer-led team learning to management education: The effects on achievement, critical thinking, and interest. The International Journal of Management Education, 20(2), 100616.

[103] Alfaruqy, "The Implementation of the Jigsaw Technique to Increase Students' Listening Achievement and Motivation Aspects."

CHAPTER V

CONCLUSION, LIMITATION, AND SUGGESTION

A. CONCLUSION

According to the research's findings, grade 10 students positively perceive the jigsaw strategy's use in teaching and learning activities, which means they are aware of many of this learning's advantages. They had no idea what the jigsaw strategy was at first, but now that they do, they can comprehend the lesson more quickly. This is shown by the percentage of the questionnaire results of 72,5% obtained from 75 respondents and 16 statements from 5 indicators, namely: encouraging jigsaw strategy learning, actively exchanging opinions during active in-class learning, can formulate problems, discussing in groups, and understanding the entire material.

The use of the jigsaw technique in teaching and learning activities for the 10th-grade students of MA Al Hikmah 1 Brebes can be considered to have produced favourable effects based on the findings of questionnaires and interviews; nearly all statements receive an excellent perception. But sadly, there are still a lot of issues with putting these ideas into practice, and the issues they run into are brought on by a variety of factors, including inadequate school facilities, a lack of training or workshops held both inside and outside the school, Teachers are required to teach in multiple locations due to their busy schedules, which makes it difficult for them to set aside time for teaching and learning activities. The curriculum makes it challenging to plan lesson schedules. Therefore there is a lot of pressure to create schedules to maximize the use of learning methodologies in class. Students' lack of interest in learning is a result of schedules being placed near the end of the hour, which makes them drowsy.

B. LIMITATIONS OF THE STUDY

Although every effort has been made to ensure the accuracy of this research, there are still significant limits:

a. Not all class X pupils at MA Al Hikmah 1 were included in the questionnaire used to gather data on the ground; instead, only 40 respondents, 10 respondents per class, and only five students were interviewed.

b. This Research is only an evaluation without providing training to teachers on how to develop teachers' knowledge about the jigsaw strategy.

c. This study only focuses on students' perceptions of the English learning strategy using the jigsaw strategy without analyzing the details of the solutions to the obstacles they face.

d. The Research was only conducted at one grade level in the classroom.

e. Students are not allowed to fill out the google form because students are still students.

f. The researcher distributes a manual questionnaire and re-enters the results of the questionnaire into the google form.

C. SUGGESTION

Even if the results of the interviews indicate that the teacher and students must be very involved in order for the Jigsaw technique to be used in the classroom and work as intended, English teacher at MA Al Hikmah 1 It may be claimed that students English abilities still need improvement. Some of the same issues were discovered in the class by the researcher. Less students are motivated to study English. To enhance the learning environment and assist educational reform, the following suggestions are made to instructors and students:

a. Teachers should increase their knowledge about the application of Jigsaw in learning by participating in existing pieces of training. In addition, teachers need to increase creativity and innovation in

carrying out fun learning and motivate students so that teaching and learning activities can be carried out more developed.

b. Students are advised to refocus on learning about learning English so that students know the basics of using Jigsaw in the classroom so that they can adapt their learning to this strategy.

c. Conduct recommended evaluations for teachers and students and conduct training in improving the quality and skills of teachers in using various strategies for exciting teaching and learning in order to support better learning activities in accordance with the Implementation of the jigsaw strategy in the 2013 curriculum.

d. Further researchers should make direct observations of other students as a comparison so that the data can be richer and more detailed. In addition, the next researcher will analyze more deeply what factors are obstacles to the use of the jigsaw strategy for students who cannot be reached by researchers in this study.
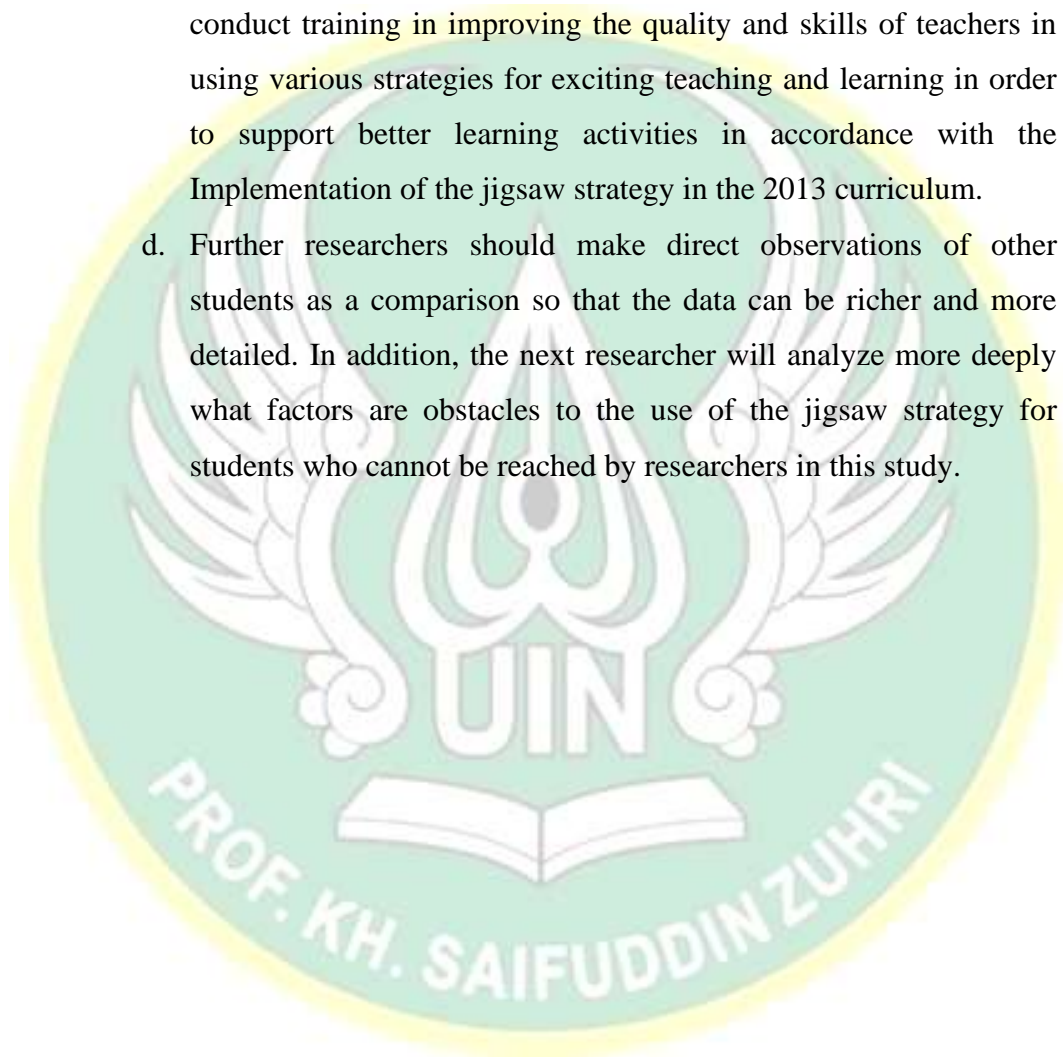
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APPENDICES

Appendix 1 Guide of Interview

Interview Guide

Questions:

1. Pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik.
2. Pembelajaran mengunakan strategy jigsaw menyenangkan.
3. Pembelajaran mengunakan strategy jigsaw mudah dimengerti.
4. Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai
5. Pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman.
6. Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari.
7. Saya merasa metode belajar dengan metode baru ini strategi jigsaw dapat saya ikuti dengan mudah
8. Media yang digunakan dapat membantu untuk memahami materi yang dijelaskan.
9. Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan.
10. Saya merasa senang jika pelajaran kimia dapat dilakukan dengan belajar berkelompok dengan teman sebaya.
11. Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran jigsaw ini
12. Saya merasa kesulitan dengan metode yang diajarkan Study dengan strategi jigsaw.
13. pembelajaran jigsaw dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya.
14. Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab
15. Selama belajar Bahasa inggris dengan metode jigsaw ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik.
16. Siswa tidak takut bertanya dan sharing dalam diskusi.
17. Mampu memahami kelebihan dan kelemahan teman dalam kelompok.

18. Banyak waktu terbuang karena siswa ngobrol dalam diskusi Tidak semua siswa aktif Sering menimbulkan persepsi yang salah terhadap suatu teori.
19. Mudah lupa karena terlalu banyak materi .
20. Kurangnya penjelasan dari guru Kurang menimbulkan rasa kompetisi Tugas guru jadi lebih mudah.

Questionnare Guide

Kisi kisi instrument persepsi siswa dalam proses pembelajaran Bahasa Inggris

No	Pernyataan	0	1	2	3	4
1	pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik.					✓
2	pembelajaran mengunakan strategy jigsaw menyenangkan.					✓
3	pembelajaran mengunakan strategy jigsaw mudah dimengerti.				✓	
4	Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai			✓		
5	pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman.			✓		
6	Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari				✓	
7	Saya merasa metode belajar dengan metode baru ini strategi JIGSAW dapat saya ikuti dengan mudah				✓	
8	media yang digunakan dapat membantu untuk memahami materi yang dijelaskan.					✓
9	Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan.			✓		
10	Saya merasa senang jika pelajaran Bahasa Inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya.				✓	
11	Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran JIGSAW ini					✓
12	pembelajaran JIGSAW dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya			✓		
13	Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab				✓	
14	Selama belajar Bahasa inggris dengan metode JIGSAW ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik				✓	
15	Siswa tidak takut bertanya dan sharing dalam diskusi					✓
16	Mampu memahami kelebihan dan kelemahan teman dalam kelompok				✓	

keterangan

0 : sangat tidak setuju   2 : 50 %(netral)   4 : sangat setuju

1 : tidak setuju   3 : setuju

Appendix 2 Transcriptions

Interview to The student

Date of Interview   : October 10 th 2022

Time of Interview   : 07:00-08:00

Place of Interview   : School

Interviewer   : Habiburrahman (HA)

Interviewee   : R1

Interview 1

HA   :"Apakah pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik? dan sebutkan alasannya!

R1   : Ya, karena pembelajaran menggunakan strategi ini mampu menciptakan pembelajaran yang inovatif dan kompleks.

HA   :"Apakah pembelajaran mengunakan strategy jigsaw menyenangkan? dan sebutkan alasannya!

R1   : Ya, karena strategy jigsaw ini dilakukan secara berkelompok. Jadi siswa akan merasa lebih senang untuk menyatakan hasil pembelajarannya dg teman sekelompoknya

HA   : Apakah pembelajaran mengunakan strategy jigsaw mudah dimengerti?

R1   : Ya, karena Anggota tim menggunakan perangkat pembelajaran untuk menuntaskan materi pelajarannya dan kemudian saling membantu satu sama lain untuk memahami bahan pelajaran melalui tutorial, kuis, satu sama lain untuk memahami dan atau melakukan diskusi.

HA   : Apakah Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai? dan sebutkan alasannya!

R1   : Ya, karena mempelajari bahasa Asing hal yg menyenangkan.

HA   : Apakah pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman? dan sebutkan alasannya!

R1   : Ya, karena pembelajaran jigsaw ini melibatkan anggota kelompok.

HA : Apakah Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari? dan sebutkan alasannya!

R1 : Ya, karena jika belajar Bahasa Inggris/bahasa Asing dengan rasa senang maka bisa memperbaiki bahasa kita.

HA : Apakah Saya merasa metode belajar dengan metode baru ini strategi JIGSAW dapat saya ikuti dengan mudah? dan sebutkan alasannya!

R1 : Ya, karena setiap siswa anggota kelompok harus saling bekerja sama dan menguasai materi pelajaran untuk mencapai prestasi belajar yang maksimal. Jadi setiap anggota harus menguasai materi yg disajikan

HA : Apakah media yang digunakan dapat membantu untuk memahami materi yang dijelaskan? dan sebutkan alasannya!

R1 : Ya, karena media yg sesuai akan mempengaruhi pemahaman siswa dalam memahami mata pelajaran yg didapat.

HA : Apakah Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan? dan sebutkan alasannya!

R1 : Ya, karena pembelajaran yg inovatif akan menciptakan siswa yg kreatif.

HA : Apakah Saya merasa senang jika pelajaran bahasa inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya? dan sebutkan alasannya!

R1 : Ya, karena bertukar pikiran dengan anggota kelompok dapat membantu memudahkan kita dalam mengemukakan pendapat.

HA : Apakah Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran JIGSAW ini? dan sebutkan alasannya!

R1 : Ya, karena informasi dan pembejaran yg guru sampaikan menggunakan strategi yg menarik untuk memudahkan siswa dalam memahami materi.

HA   : Apakah pembelajaran JIGSAW dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya? dan sebutkan alasannya!

R1   : Tidak, pembelajaran jigsaw berpengaruh dalam minat belajar siswa.

HA   : Apakah Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab? dan sebutkan alasannya!

R1   : Ya, karna tugas siswa adalah tanggungjawab yg harus siswa kerjakan demi memperoleh pemahaman yg lebih.

HA   : Apakah Selama belajar Bahasa inggris dengan metode JIGSAW ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik? dan sebutkan alasannya!

R1   : Ya, karena strategi ini dapar memberikan kesempatan siswa untuk lebih aktif.

HA   : apakah   Siswa tidak takut bertanya dan sharing dalam diskusi? dan sebutkan alasannya!

R1   : Tidak, justru siswa lebih ditekankan untuk bisa sharing dan diskusi selama pembelajaran.

HA   : apakah   Mampu memahami kelebihan dan kelemahan teman dalam kelompok? dan sebutkan alasannya!

R1   : Ya, dilihat dari kinerja masing2 anggota kelompok.

nterview to The student

Date of Interview   : October 13 th 2022

Time of Interview   : 07:00-08:00

Place of Interview   : School

Interviewer   : Habiburrahman (HA)

Interviewee   : R2

      Interview 2

HA   :Apakah pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik? dan sebutkan alasannya!

R2   : Cukup menarik, karena kita dapat bertukar pikiran atau pendapat dengan teman yang lainnya.

HA   : Apakah pembelajaran mengunakan strategy jigsaw menyenangkan? dan sebutkan alasannya!

R2   : Cukup menarik karena kita dapat bekerja sama dengan tim.

HA   : Apakah pembelajaran mengunakan strategy jigsaw mudah dimengerti?

R2   : Cukup mudah, karena materi yang disampaikan cukup dimengerti oleh teman sebayanya karena mereka menjelaskan dengan bahasa yang udah dimengerti.

HA   : Apakah Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai? dan sebutkan alasannya!

R2   : Ya karena saya bisa menambah kosakata bahasa Inggris yang belum saya diketahui.

HA   : Apakah pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman? dan sebutkan alasannya!

R2   : Ya karena saya dapat berdiskusi dengan rekan-rekan saya yang ada di dalam grup.

HA   : Apakah Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari? dan sebutkan alasannya!

R2   : Iya karena setiap ilmu pasti akan bermanfaat dalam kehidupan.

HA : Apakah Saya merasa metode belajar dengan metode baru ini strategi JIGSAW dapat saya ikuti dengan mudah? dan sebutkan alasannya!

R2 : Iya karena metode ini cukup sederhana dan mudah dimengerti.

HA : Apakah media yang digunakan dapat membantu untuk memahami materi yang dijelaskan? dan sebutkan alasannya!

R2 : Iya karena biasanya Jika dengan menggunakan suatu media materi yang dijelaskan akan lebih mudah dipahami.

HA : Apakah Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan? dan sebutkan alasannya!

R2 : Iya karena siswa bisa dengan bebas menyampaikan argumen atau pendapatnya mengenai suatu materi.

HA : Apakah Saya merasa senang jika pelajaran bahasa inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya? dan sebutkan alasannya!

R2 : Iya karena dari diskusi dengan teman sebaya yang ada di dalam grup menjadikan siswa bisa lebih percaya diri dalam menyampaikan suatu argumen.

HA : Apakah Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran JIGSAW ini? dan sebutkan alasannya!

R2 : Ya karena informasi yang didapat tidak hanya dari satu atau dua orang saja melainkan kita bisa mendapatkan informasi dari orang-orang yang berada dalam satu kelompok tersebut.

HA : Apakah pembelajaran JIGSAW dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya? dan sebutkan alasannya!

R2 : Cukup berpengaruh karena siswa mendapat suatu kebebasan dalam menyampaikan argumennya.

HA : Apakah Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab? dan sebutkan alasannya!

R2   : Iya karena bahasa Inggris menjadi salah satu pelajaran yang cukup saya sukai.

HA   : Apakah Selama belajar Bahasa inggris dengan metode JIGSAW ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik? dan sebutkan alasannya!

R2   : Iya memiliki kesempatan yang luas dalam berargumen.

HA   : apakah Siswa tidak takut bertanya dan sharing dalam diskusi? dan sebutkan alasannya!

R2   : Iya karena biasanya siswa akan berani berdiskusi atau bertanya dengan teman sebayanya dibandingkan mereka harus bertanya langsung dengan guru.

HA   : apakah Mampu memahami kelebihan dan kelemahan teman dalam kelompok? dan sebutkan alasannya!

R2   : Iya dari pembelajaran menggunakan strategi Jigsaw siswa menjadi mampu memahami kelebihan dan kelemahan teman yang ada dalam kelompoknya dari mereka berani atau tidaknya menyampaikan suatu argumen dan rasa percaya diri yang ada pada diri mereka.
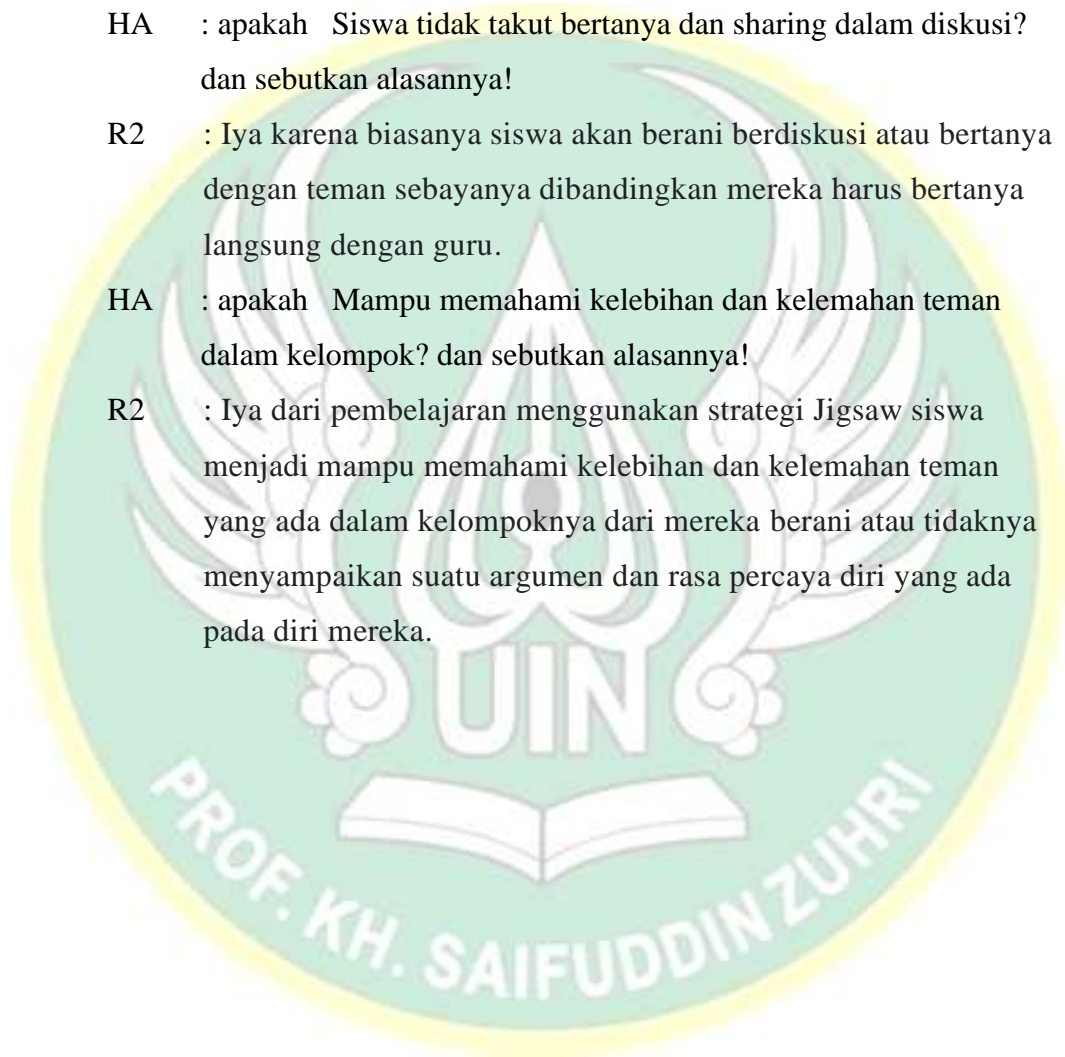
nterview to The student

Date of Interview   : October 19 th 2022

Time of Interview   : 07:00-08:00

Place of Interview   : School

Interviewer   : Habiburrahman (HA)

Interviewee   : R3

Interview 3

HA   :Apakah pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik? dan sebutkan alasannya!

R3   : menurut pendapat saya pembelajaran menggunakan strategi jigsaw adalah pemilihan strategi yang menarik karena dapat meningkatkan motivasi belajar siswa.

HA   : Apakah pembelajaran mengunakan strategy jigsaw menyenangkan? dan sebutkan alasannya!

R3   : menurut saya menyenangkan karena siswa diberikan pembelajaran dengan strategi yang tidak monoton atau yang seperti itu saja.

HA   : Apakah pembelajaran mengunakan strategy jigsaw mudah dimengerti?

R3   : menurut saya strategi jigsaw mudah dimengerti untuk digunakan sebagai strategi pembelajaran siswa.

HA   : Apakah Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai? dan sebutkan alasannya!

R3   : saya sangat menyukai mata pelajaran bahasa Inggris karena saya suka mempelajari bahasa baru terlebih lagi bahasa Inggris adalah bahasa internasional.

HA   : Apakah pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman? dan sebutkan alasannya!

R3   : dengan strategi jigsaw saya dapat melakukan kerjasama dengan teman untuk berbagi pendapat, pengetahuan dan dapat

mengembangkan kerja tim agar lebih baik selama kegiatan pembelajaran.

HA : Apakah Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari? dan sebutkan alasannya!

R3 : bahasa Inggris mempunyai manfaat bagi kehidupan sehari-hari, contoh nya untuk mempermudah berkomunikasi dengan orang lain, menambah pengetahuan dan sebagainya.

HA : Apakah Saya merasa metode belajar dengan metode baru ini strategi JIGSAW dapat saya ikuti dengan mudah? dan sebutkan alasannya!

R3 : saya dapat mengikuti pembelajaran menggunakan strategi jigsaw dengan mudah karena dengan strategi tersebut saya merasa lebih aktif selama kegiatan pembelajaran.

HA : Apakah media yang digunakan dapat membantu untuk memahami materi yang dijelaskan? dan sebutkan alasannya!

R3 : media dapat membantu siswa untuk memahami materi karena siswa dapat belajar secara optimal.

HA : Apakah Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan? dan sebutkan alasannya!

R3 : iya, karena tidak hanya guru yang berperan aktif selama kegiatan pembelajaran tetapi siswa juga ikut aktif.

HA : Apakah Saya merasa senang jika pelajaran bahasa inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya? dan sebutkan alasannya!

R3 : saya merasa senang jika pembelajaran bahasa Inggris dilakukan secara berkelompok sehingga kita dapat bertukar pikiran dan dapat menambah pengetahuan.

HA : Apakah Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran JIGSAW ini? dan sebutkan alasannya!

R3 : saya mendapat banyak informasi terkait strategi jigsaw karena sebelumnya tidak pernah menggunakan strategi tersebut.

HA : Apakah pembelajaran JIGSAW dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya? dan sebutkan alasannya!

R3 : metode sebelumnya kurang meningkatkan motivasi belajar siswa karena cukup membosankan.

HA : Apakah Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab? dan sebutkan alasannya!

R3 : saya akan mengerjakan tugas saya dengan penuh tanggung jawab karena itu sudah menjadi kewajiban saya sebagai seorang siswa.

HA : Apakah Selama belajar Bahasa inggris dengan metode JIGSAW ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik? dan sebutkan alasannya!

R3 : saya menjadi lebih aktif karena pembelajaran dengan strategi jigsaw mengharuskan siswa untuk terus aktif selama pembelajaran.

HA : apakah Siswa tidak takut bertanya dan sharing dalam diskusi? dan sebutkan alasannya!

R3 : tidak karena penggunaan strategi ini sangat disukai oleh siswa.

HA : apakah Mampu memahami kelebihan dan kelemahan teman dalam kelompok? dan sebutkan alasannya!

R3 : mampu dilihat karena bisa dibandingkan dengan mana kelompok yang lebih aktif dan mana kelompok yang kurang aktif saat kegiatan pembelajaran.

nterview to The student

Date of Interview : October 20 th 2022

Time of Interview : 07:00-08:00

Place of Interview : School

Interviewer : Habiburrahman (HA)

Interviewee : R4

Interview 4

HA : Apakah pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik? dan sebutkan alasannya!

R4 : Menarik, karena merangsang murid untuk lebih mandiri dalam memahami. Lebih dari itu, murid juga terangsang untuk bersikap pada topik yang diajukan. Juga merangsang untuk berdiskusi, yang secara tidak langsung akan membentuk keterampilan dalam menerima dan memberi pendapat.

HA : Apakah pembelajaran mengunakan strategy jigsaw menyenangkan? dan sebutkan alasannya!

R4 : Pertanyaan ini sama dengan pertanyaan di atas.

HA : Apakah pembelajaran mengunakan strategy jigsaw mudah dimengerti?

R4 : Dalam kelompok usia tertentu. Jigsaw lebih efektif untuk dimengerti. Namun dalam kelompok anak-anak yang masih harus 'disuapi' untuk menerima informasi, saya kira jigsaw masih sulit untuk memahamkan mereka.

HA : Apakah Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai? dan sebutkan alasannya!

R4 : Ya. Secara umum saya lebih menyukai pelajaran-pelajaran berbau linguistik. Selain itu saya menyadari pentingnya bahasa inggris yang menjadi bahasa internasional. Dan merupakan kunci untuk membuka pengetahuan-pengetahuanyang lebih luas lagi.

HA : Apakah pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman? dan sebutkan alasannya!

R4 : Ya, untuk menambah sudut pandang terhadap suatu topik. Untuk menguji kuat atau tidaknya argumen saya.

HA : Apakah Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari? dan sebutkan alasannya!

R4 : Ya. Karena memberikan insight yang lebih banyak lagi.

HA : Apakah Saya merasa metode belajar dengan metode baru ini strategi JIGSAW dapat saya ikuti dengan mudah? dan sebutkan alasannya!

R4 : Tidak. Jigsaw lebih sulit dilakukan dibanding dengan guru yang monolog jika murid sama sekali tidak memiliki pengetahuan.

HA : Apakah media yang digunakan dapat membantu untuk memahami materi yang dijelaskan? dan sebutkan alasannya!

R4 : Presentasi, proyektor, dan buku-buku referensi.

HA : Apakah Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan? dan sebutkan alasannya!

R4 : Ya. Saya adalah tipikal orang yang lebih suka belajar dgn cara berdiskusi.

HA : Apakah Saya merasa senang jika pelajaran bahasa inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya? dan sebutkan alasannya!

R4 : Ya. Karena bahasa lebih membutuhkan praktek daripada sekedar teori.

HA : Apakah Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran JIGSAW ini? dan sebutkan alasannya!

R4 : Ya. Karena dapat bertukar pendapat.

HA : Apakah pembelajaran JIGSAW dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya? dan sebutkan alasannya!

R4 : Tidak, justru jigsaw memberi kesempatan murid untuk brlajar bicara. Otomatis murid akan berusaha mencari vocabulary untuk mengungkapkan maksudnya. Mengoreksi grammar dsb.

HA : Apakah Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab? dan sebutkan alasannya!

R4 : Tidak.

HA : Apakah Selama belajar Bahasa inggris dengan metode JIGSAW ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik? dan sebutkan alasannya!

R4 : Ya karena seru.

HA : apakah Siswa tidak takut bertanya dan sharing dalam diskusi? dan sebutkan alasannya!

R4 : Ya, karena memang kondisi dibuat semua orang berhak bicara.

HA : apakah Mampu memahami kelebihan dan kelemahan teman dalam kelompok? dan sebutkan alasannya!

R4 : Ya. Karena dalam berdiskusi, argumen adalah cerminan dari pengetahuan dari seseorang.
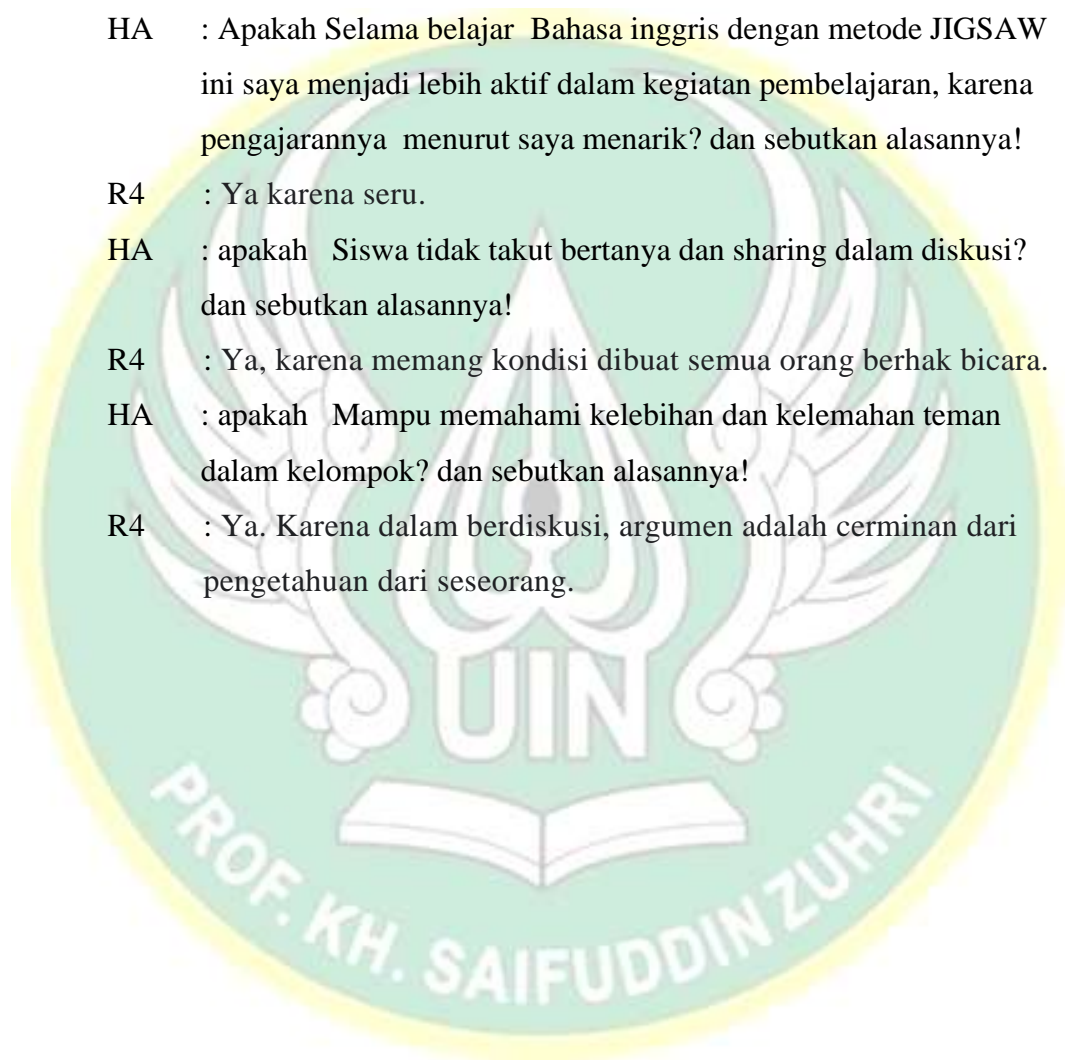
nterview to The student

Date of Interview : October 25 th 2022

Time of Interview : 07:00-08:00

Place of Interview : School

Interviewer : Habiburrahman (HA)

Interviewee : R5

Interview 5

HA : Apakah pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik? dan sebutkan alasannya!

R5 : Menurut saya menarik Karna menggunakan metode yang unik dan sedikit berbeda dari metode yang sering digunakan oleh guru-guru.

HA : Apakah pembelajaran mengunakan strategy jigsaw menyenangkan? dan sebutkan alasannya!

R5 : Menurut saya menyenangkan karena dapat mengasah kemampuan siswa dengan bermain jigsaw.

HA : Apakah pembelajaran mengunakan strategy jigsaw mudah dimengerti?

R5 : Sangat mudah.

HA : Apakah Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai? dan sebutkan alasannya!

R5 : Sebagian orang pelajaran bahasa Inggris menyenangkan dengan pembawaan yang mudah dimengerti dan praktis, namun ada juga yang tidak menyukai bahasa Inggris dengan alasan sulit dipahami.

HA : Apakah pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman? dan sebutkan alasannya!

R5 : Tentu saja sangat membantu. Komunikasi antar teman sebangku atau teman yang lainnya bisa lebih banyak berinteraksi dan berkomunikasi.

HA : Apakah Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari? dan sebutkan alasannya!

R5 : Banyak manfaatnya karena kita hidup di era modern.

HA : Apakah Saya merasa metode belajar dengan metode baru ini strategi JIGSAW dapat saya ikuti dengan mudah? dan sebutkan alasannya!

R5 : Tentu saja Karna mendapatkan pendekatan yang lebih antara guru dan siswa.

HA : Apakah media yang digunakan dapat membantu untuk memahami materi yang dijelaskan? dan sebutkan alasannya!

R5 : Kemungkinan besar dapat membantu memahami Karna ada perubahan dalam menggunakan metode.

HA : Apakah Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan? dan sebutkan alasannya!

R5 : Tentu saja, Karna lebih menyenangkan.

HA : Apakah Saya merasa senang jika pelajaran bahasa inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya? dan sebutkan alasannya!

R5 : Karna yang paling utama adalah komunikasi dengan teman sebaya atau berkelompok untuk meningkatkan rasa percaya diri.

HA : Apakah Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran JIGSAW ini? dan sebutkan alasannya!

R5 : Tentu saja, Karna lebih terpantau pada saat pembelajaran.

HA : Apakah pembelajaran JIGSAW dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya? dan sebutkan alasannya!

R5 : Kemungkinan besar ada pengaruh dalam pembelajaran yang tadinya pasif menjadi aktif.

HA : Apakah Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab? dan sebutkan alasannya!

R5 : Tentu saja Karna memang sudah menjadi tanggung jawab diri sendiri.

HA : Apakah Selama belajar Bahasa inggris dengan metode JIGSAW ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik? dan sebutkan alasannya!

R5 : Tentu saja Karna dapat meningkatkan rasa percaya diri untuk belajar bahasa Inggris dan lebih meningkatkan komunikasi antar teman sebaya.

HA : apakah Siswa tidak takut bertanya dan sharing dalam diskusi? dan sebutkan alasannya!

R5 : Tidak, Karna ada kemungkinan rasa keingintahuannya akan muncul.

HA : apakah Mampu memahami kelebihan dan kelemahan teman dalam kelompok? dan sebutkan alasannya!

R5 : Tentu saja dengan cara melihat cara kerja sama dalam menyelesaikan tugas yang diberikan oleh guru.
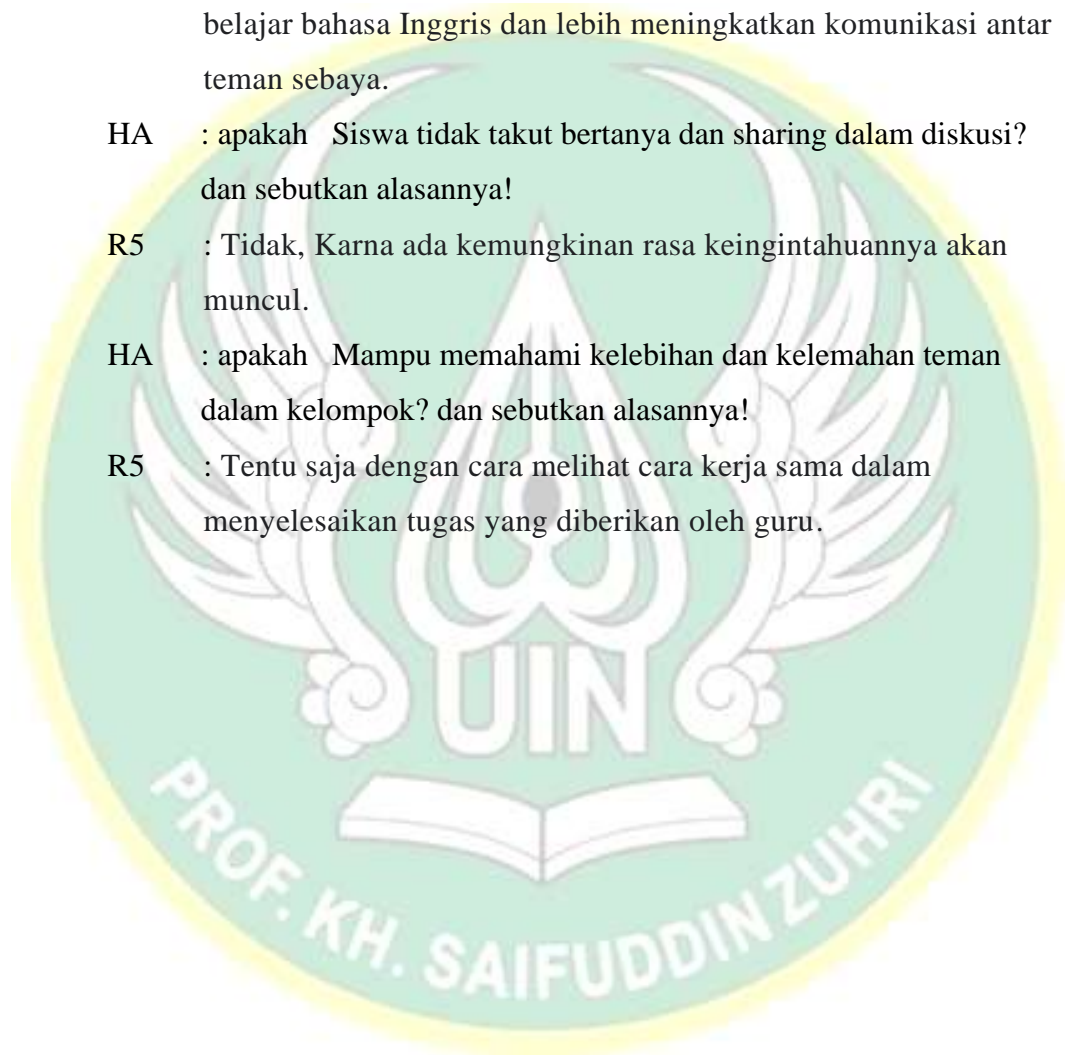
Appendix 3 result of questionnaire

No	Nama	Pernyataan																Skor	Nilai
		p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16		
1	Responden 1	2	3	3	5	3	5	2	3	2	3	4	3	4	3	4	4	53	66
2	Responden 2	3	4	3	3	5	5	3	5	4	5	4	1	4	3	3	4	59	74
3	Responden 3	3	3	4	4	4	3	4	4	3	4	4	1	4	4	4	4	57	71
4	Responden 4	4	3	3	3	4	5	4	3	3	4	4	2	3	3	4	4	56	70
5	Responden 5	5	5	3	4	5	4	5	3	5	5	5	3	4	5	4	3	68	85
6	Responden 6	4	3	3	4	4	3	3	3	2	3	4	3	3	3	3	4	52	65
7	Responden 7	4	3	2	5	4	4	2	4	2	4	4	5	4	4	4	4	59	74
8	Responden 8	3	4	3	2	5	5	2	3	2	2	3	3	5	5	5	5	57	71
9	Responden 9	3	3	3	3	4	3	3	3	3	3	3	2	4	3	4	4	51	64
10	Responden 10	3	3	3	3	4	3	3	3	4	3	4	4	4	4	3	5	56	70
11	Responden 11	3	4	4	3	5	4	4	4	3	3	5	2	3	4	4	5	60	75
12	Responden 12	2	2	2	4	3	3	3	4	4	2	2	4	3	2	3	3	46	58
13	Responden 13	3	5	3	1	2	3	3	5	3	2	4	2	3	4	2	4	49	61
14	Responden 14	3	4	3	4	5	5	4	3	4	5	5	2	3	4	3	4	61	76
15	Responden 15	3	3	4	4	4	4	3	4	4	4	3	3	4	3	3	3	56	70
16	Responden 16	3	4	4	1	3	4	3	2	2	3	2	3	2	2	3	3	44	55
17	Responden 17	4	4	3	2	4	3	2	5	4	5	3	5	3	4	3	5	59	74
18	Responden 18	4	4	5	3	4	3	3	4	3	4	5	2	4	4	5	5	62	78
19	Responden 19	4	4	4	2	5	2	4	5	4	5	4	5	5	2	4	5	64	80
20	Responden 20	4	4	3	4	5	3	3	4	4	4	3	3	3	5	3	4	59	74
21	Responden 21	5	5	3	3	4	1	3	4	3	4	4	5	5	4	4	3	60	75
22	Responden 22	5	5	4	3	3	4	4	5	3	4	5	3	4	4	5	4	65	81
23	Responden 23	5	3	5	3	5	3	4	5	3	4	5	2	4	4	5	4	64	80
24	Responden 24	5	5	5	5	4	4	4	3	5	3	4	4	4	4	2	3	64	80
25	Responden 25	5	5	5	4	5	4	4	3	3	4	4	3	4	3	3	5	64	80
26	Responden 26	3	2	3	3	4	5	2	2	3	3	2	4	3	4	4	3	50	63
27	Responden 27	3	2	3	4	4	5	3	2	2	4	4	3	3	3	4	5	54	68
28	Responden 28	3	2	2	2	2	4	2	2	2	4	2	3	4	4	4	5	47	59
29	Responden 29	4	5	5	3	5	4	4	5	4	3	5	2	5	4	3	3	64	80
30	Responden 30	4	5	5	3	5	3	4	4	4	3	5	2	5	5	3	1	61	76
31	Responden 31	4	4	3	5	4	3	5	5	3	3	3	3	3	4	5	5	62	78

No	Responden																	Total	Total
32	Responden 32	4	5	4	3	4	3	4	4	3	5	3	3	4	4	3	4	60	75
33	Responden 33	4	5	5	3	4	3	5	4	3	5	4	2	5	4	5	4	65	81
34	Responden 34	5	4	1	1	5	4	2	2	2	4	2	3	2	3	3	2	45	56
35	Responden 35	5	4	1	1	5	4	1	3	1	5	3	3	1	5	4	5	51	64
36	Responden 36	4	5	3	3	3	5	4	3	4	4	3	3	4	5	4	3	60	75
37	Responden 37	5	4	4	5	4	5	3	4	3	5	4	1	5	4	5	4	65	81
38	Responden 38	4	4	4	4	5	5	4	4	5	5	5	2	5	4	5	5	70	88
39	Responden 39	5	5	5	5	4	5	4	4	4	4	4	1	3	4	5	5	67	84
40	Responden 40	4	3	3	4	5	4	3	1	4	2	5	2	2	4	4	4	54	68
41	Responden 41	5	5	5	5	4	5	4	4	4	4	4	1	3	4	5	5	67	84
42	Responden 42	3	3	3	5	5	5	4	4	3	4	4	3	3	3	5	4	61	76
43	Responden 43	4	4	4	4	5	5	4	4	5	5	5	2	5	4	5	5	70	88
44	Responden 44	5	4	3	2	3	3	3	4	3	5	3	1	5	3	5	4	56	70
45	Responden 45	4	4	3	3	4	3	3	4	2	3	4	2	4	3	4	4	54	68
46	Responden 46	4	4	3	3	4	5	4	4	3	4	4	3	4	4	5	3	61	76
47	Responden 47	4	4	4	3	4	4	5	3	5	4	4	3	3	3	3	4	60	75
48	Responden 48	4	3	3	3	4	5	3	2	3	3	3	2	3	3	2	3	49	61
49	Responden 49	5	4	4	5	4	5	3	4	3	5	4	1	5	4	5	4	65	81
50	Responden 50	4	5	4	4	4	5	4	3	4	4	3	3	4	5	3	2	61	76
51	Responden 51	3	3	3	3	4	3	3	3	3	3	3	2	4	3	4	4	51	64
52	Responden 52	3	3	3	3	4	3	3	3	3	4	4	3	3	3	4	3	52	65
53	Responden 53	4	4	3	3	4	5	4	2	3	3	4	2	4	3	4	5	57	71
54	Responden 54	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	50	63
55	Responden 55	3	3	3	3	3	4	4	2	3	3	3	3	3	3	3	3	49	61
56	Responden 56	2	3	3	5	3	3	3	3	3	3	3	3	5	2	5	5	54	68
57	Responden 57	4	4	4	3	2	3	2	4	3	4	4	3	4	3	4	4	55	69
58	Responden 58	4	4	4	4	4	5	4	3	3	4	3	3	3	3	3	3	57	71
59	Responden 59	4	4	3	5	4	5	3	3	3	4	3	2	4	3	3	4	57	71
60	Responden 60	4	3	3	3	4	5	2	3	2	4	3	2	3	3	3	4	51	64
61	Responden 61	3	4	4	1	3	4	3	2	2	3	2	3	2	2	3	3	44	55
62	Responden 62	5	4	1	1	5	4	1	3	1	5	3	3	1	5	4	5	51	64
63	Responden 63	5	4	1	1	5	4	2	2	2	4	2	3	2	3	3	2	45	56
64	Responden 64	4	5	5	3	4	3	5	4	3	5	4	2	5	4	5	4	65	81
65	Responden 65	4	5	4	3	4	3	4	4	3	5	3	3	4	4	3	5	61	76

No		p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16		
66	Responden 66	4	4	5	3	4	3	5	5	3	3	3	3	3	4	5	5	62	78
67	Responden 67	4	5	5	3	5	3	4	4	4	3	5	2	5	5	2	1	60	75
68	Responden 68	4	5	5	3	5	4	4	5	4	3	5	2	5	4	3	3	64	80
69	Responden 69	3	2	2	2	2	4	2	2	2	4	2	3	4	4	4	5	47	59
70	Responden 70	3	2	3	4	4	5	3	2	2	4	4	3	3	3	4	5	54	68
71	Responden 71	3	2	3	3	4	5	2	2	3	3	2	4	3	4	4	3	50	63
72	Responden 72	5	5	5	4	5	4	4	3	3	4	4	3	4	3	3	5	64	80
73	Responden 73	5	5	5	5	4	4	4	3	5	3	4	4	4	4	2	3	64	80
74	Responden 74	5	3	5	3	5	3	4	3	4	5	3	4	4	5	4	4	64	80
75	Responden 75	5	5	4	3	3	4	4	5	3	4	5	3	4	4	5	4	65	81
		291	288	264	245	305	293	251	257	237	285	273	204	275	274	283	292	4317	
	PERSEN PERESPONDEN	78	77	70	65	81	78	67	69	63	76	73	54	73	73	75	78	1151	
	Rerata	4	4	4	3	4	4	3	3	3	4	4	3	4	4	4	4	58	72
	Min	2	2	1	1	2	1	1	1	1	2	2	1	1	2	2	1	44	55
	Max	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	87,5
	Std	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7	8
	Var	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	44	69

Prosentase	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16
1	0	0	4	7	0	1	2	1	2	0	0	7	2	0	0	2
2	3	7	4	6	4	1	12	13	14	4	9	22	5	5	5	3
3	22	19	32	34	10	26	25	25	35	24	23	35	24	26	26	19
4	31	28	19	16	38	23	30	25	18	30	29	7	29	34	25	28
5	19	21	16	12	23	24	6	11	6	17	14	4	15	10	19	23
JUMLAH	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75

Appendix 4 (Documentation)

SURAT KETERANGAN SUMBANGAN BUKU
Nomor : B-1524/Un.19/K.Pus/PP.08.1/5/2023

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama	:	MUH. HABIBURRAHMAN
NIM	:	1817404071
Program	:	SARJANA / S1
Fakultas/Prodi	:	FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menitipkan uang sebesar :

Rp 40.000,00 (Empat Puluh Ribu Rupiah)

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.

Purwokerto, 8 Mei 2023
Kepala,

Aris Nurohman

Kisi kisi instrument persepsi siswa dalam proses pembelajaran Bahasa Inggris

No	Pernyataan	0	1	2	3	4
1	pembelajaran yang dilaksanakan mengunakan strategy jigsaw menarik.					✓
2	pembelajaran mengunakan strategy jigsaw menyenangkan.					✓
3	pembelajaran mengunakan strategy jigsaw mudah dimengerti.				✓	
4	Mata pelajaran Bahasa inggris merupakan mata pelajaran yang saya sukai			✓		
5	pembelajaran strategy jigsaw mendorong Anda untuk bekerja sama dengan teman.			✓		
6	Mata pelajaran Bahasa inggris banyak manfaatnya bagi kehidupan sehari-hari				✓	
7	Saya merasa metode belajar dengan metode baru ini strategi JIGSAW dapat saya ikuti dengan mudah				✓	
8	media yang digunakan dapat membantu untuk memahami materi yang dijelaskan.					✓
9	Pembelajaran seperti ini sesuai dengan pembelajaran yang saya inginkan.			✓		
10	Saya merasa senang jika pelajaran Bahasa Inggris dapat dilakukan dengan belajar berkelompok dengan teman sebaya.				✓	
11	Saya merasa mempunyai banyak informasi baru dengan adanya strategi pembelajaran JIGSAW ini					✓
12	pembelajaran JIGSAW dengan metode pembelajaran sebelumnya tidak memberi pengaruh terhadap minat belajar Bahasa inggris saya			✓		
13	Bila diberi tugas, saya mengerjakannya dengan penuh tanggung jawab				✓	
14	Selama belajar Bahasa inggris dengan metode JIGSAW ini saya menjadi lebih aktif dalam kegiatan pembelajaran, karena pengajarannya menurut saya menarik				✓	
15	Siswa tidak takut bertanya dan sharing dalam diskusi					✓
16	Mampu memahami kelebihan dan kelemahan teman dalam kelompok				✓	

keterangan

0 : sangat tidak setuju   2 : 50 %(netral)   4 : sangat setuju

1 : tidak setuju   3 : setuju

KEMENTERIAN AGAMA

UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2023

Diberikan Kepada ;

MUH. HABIBURRAHMAN
1817404071

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023 pada tanggal 23 Januari sampai dengan 4 Maret 2023 dengan Nilai

A

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Prof. Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Purwokerto, 28 Maret 2023
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 197110212000604 1 002

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT
Nomor: In.17/UPT.MAJ/12940/31/2018

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA	:	**MUH.HABIBURRAHMAN**
NIM	:	**1817404071**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	74
# Tartil	:	75
# Imla`	:	70
# Praktek	:	70
# Nilai Tahfidz	:	75

Purwokerto, 31 Des 2018

ValidationCode

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA

STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

TECHNICAL IMPLEMENTATION UNIT OF LANGUAGE

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.uthuinsaizu.ac.id | +62 (281) 635624

CERTIFICATE

الشهادة

No.:B-1355/Un.19/UPT.Bhs/PP.009.921/VI/2022

This is to certify that

Name : **MUH.HABIBURRAHMAN** :

Place and Date of Birth : **Brebes, 20 November 1999** :

Has taken : **EPTUS** :

with Computer Based Test, organized by
Technical Implementation Unit of Language on : **22 Juni 2022** :

with obtained result as follows

Listening Comprehension: 48 Structure and Written Expression: 47 Reading Comprehension: 49

Obtained Score : 480

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

Purwokerto, 22 Juni 2022

The Head,

Ade Ruswatie, M. Pd.

NIP. 19860704 201503 2 004

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA

STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO جامعة الدولة الإسلامية بروفيسور كياهي الحاج سيف الدين زهري بورووكرتو

TECHNICAL IMPLEMENTATION UNIT OF LANGUAGE

وحدة اللغة

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.siba.uinsaizu.ac.id | +62 (281) 635624

CERTIFICATE

الشهادة

No.: B-1356/Un.19/UPT.Bhs/PP.009/921/VI/2022

This is to certify that

Name : MUH.HABIBURRAHMAN

Place and Date of Birth : Brebes, 20 November 1999

Has taken : IQLA

with Computer Based Test, organized by

Technical Implementation Unit of Language on : 22 Juni 2022

with obtained result as follows

Listening Comprehension: 54   Structure and Written Expression: 55   Reading Comprehension: 57

Obtained Score : 554

The test was held in UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto.

Purwokerto, 22 Juni 2022

The Head,

Ade Ruswatie, M. Pd.

NIP. 19860704 201503 2 004

SURAT PERNYATAAN
LULUS SELURUH MATA KULIAH
PRASYARAT UJIAN KOMPREHENSIF

Yang bertandatangan di bawah ini,

Nama   : Muh.Habiburrahman
NIM   : 1817404071
Jurusan / Prodi   : FTIK/ Tadris Bahasa Inggris

Dengan ini menyatakan dengan sebenar-benarnya bahwa

1. Semua nilai mata kuliah teori dan praktik sebagaimana dipersyaratkan dalam ujian Komprehensif telah lulus (minimal mendapatkan nilai C).
2. Semua ujian BTA-PPI, Pengembangan Bahasa serta matakuliah dengan bobot nol (0) SKS telah lulus serta dapat dibuktikan dengan sertifikat.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi akademik berupa:

1. Dibatalkan hasil kelulusan ujian komprehensif;
2. Mengulang mata kuliah yang belum lulus secara reguler melalui pengisian KRS;
3. Mengikuti ujian komprehensif ulang setelah ybs lulus semua mata kuliah.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 07 Mei 2023
Yang Menyatakan

Muh.Habiburrahman

SERTIFIKAT
APLIKASI KOMPUTER

IAIN PURWOKERTO

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126

No. IN.17/UPT-TIPD/7119/IV/2023

Diberikan Kepada:

MUH.HABIBURRAHMAN
NIM: 1817404071

Tempat / Tgl. Lahir: Brebes., 20 November 1999

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer
pada Institut Agama Islam Negeri Purwokerto **Program Microsoft Office®** yang telah diselenggarakan
oleh UPT TIPD IAIN Purwokerto.

Purwokerto, 03 April 2023
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003

SKALA PENILAIAN

SKOR	HURUF
96-100	A
91-95	A-
86-90	B+
81-85	B-
75-80	C

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	89 / B+
Microsoft Excel	90 / B+
Microsoft Power Point	85 / B

YAYASAN PENDIDIKAN PONDOK PESANTREN ALHIKMAH
MADRASAH ALIYAH (MA) ALHIKMAH 1
TERAKREDITASI B
Nomor : 165/BAPSM/XI/2017
NSS: 312032905011   NPSN: 20364982   NSM :131233290021
Jl. Raya Benda Belakang Akbid KH. Putra Al Hikmah Ds. Benda Sirampog Brebes Telp. (0289) 4314012 52272

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 003/SK/MA.Ahk1/VI/2022

Yang bertanda tangan di bawah ini :

Nama	:	H. MAS'UD SYA'RONI, S.Pd.I
NIP	:	-
Jabatan	:	Kepala Madrasah
Alamat	:	Jl. Raya Benda Belakang Akbid KH. Putra Benda Sirampog Brebes

Dengan ini menerangkan bahwa :

Nama	:	Muh.Habiburrahman
TTL	:	Brebes,20 November 1999
NIM	:	1817404071
Program Studi	:	Tadrisn Bahasa inggris
Universitas	:	UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Adalah benar telah melakukan penelitian dalam rangka penyusunan *Tugas Akhir/ Skripsi* dengan Judul "STUDENTS' PERCEPTION ON JIGSAW STRATEGY IN TEACHING AND LEARNING ACTIVITIES AT THE TENTH GRADE STUDENTS OF MA AL HIKMAH I BREBES TAHUN PELAJARAN 2021/2022".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Benda, 7 Juni 2022
Kepala MA Al Hikmah 1

H. MAS'UD SYA'RONI, S.Pd.I

Muh Habiburrahman

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Sertifikat

Nomor : 180/K.LPPM/KKN.49/05/2022

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

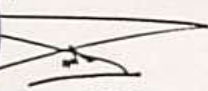Nama : **MUH.HABIBURRAHMAN**

NIM : **1817404071**

Fakultas/Prodi : **TARBIYAH DAN ILMU KEGURUAN / TBI**

Telah Mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-49 Tahun 2022 dan dinyatakan **LULUS** dengan nilai **88 (A)**

Purwokerto, 30 Mei 2022
Ketua,

Dr. H. Ansori, M.Ag.
NIP. 19650407 199203 1 004