

**HIGH SCHOOL LEARNERS' PERCEPTIONS OF THE USE
OF JIGSAW IN LEARNING READING BASED ON THEIR
LEARNING STYLES**

A THESIS

**In Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan* Degree in
English Language Teaching**



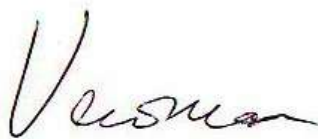
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2015**

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This thesis entitled **High School Learners' Perception of the Use of Jigsaw Technique in Learning Reading Based on Their Learning Styles** prepared and submitted by **Yohana Devita Angelia** has been accepted as a partial fulfillment of the requirement for the *Sarjana Pendidikan* degree in English Language Teaching by the following advisor:



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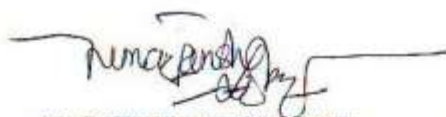
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TABLE OF CONTENTS

Approval Sheet (1)	i
Approval Sheet (2)	ii
Publication Letter	iii
Acknowledgements	iv
Table of Contents.....	vi
List of Figures	x
Abstract.....	xi
Chapter 1: Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objective of the Study.....	3
1.4 Theoretical Framework.....	3
1.5 Assumptions of the Study	5
1.6 Scope and Limitation of the Study	5
1.7 Significance of the Study	6
1.8 Definition of Key Terms	6
1.9 Organization of Thesis	7
Chapter II: Review of Related Literature	8
2.1 Teaching Reading.....	8
2.1.1 Definition of Reading.....	8
2.1.2 The Stages of Teaching Reading.....	9
2.1.3 Reading Skills.....	9
2.1.4 Teaching Reading in EFL classes.....	10
2.2 Cooperative Learning.....	11
2.2.1 Definition of CL	11
2.2.2 Theories Underlying CL.....	12
2.2.3 The Components of CL.....	14
2.2.4 Students' Perceptions of CL.....	15
2.2.5 Techniques of CL.....	16

2.3	Jigsaw.....	17
2.3.1	Definition of Jigsaw.....	17
2.3.2	Teaching Reading Using Jigsaw.....	17
2.3.3	Advantages of Teaching Reading Using Jigsaw...	19
2.3.4	Disadvantages of Teaching Reading Using Jigsaw	19
2.3.5	Principles of Jigsaw	20
2.3.6	Students' Learning Styles in Jigsaw Classroom Environment	21
2.4	Review of Previous Related Studies	23
Chapter III:	Research and Method	25
3.1	Research Design	25
3.1.1	Design.....	25
3.1.2	Participants and Sampling Method	25
3.2	Instrument.....	25
3.2.1	Learning Style Survey	26
3.2.2	Students' Perceptions Questionnaire.....	28
3.3	Treatment	29
3.3.1	Treatment for Pilot Group.....	31
3.3.2	Treatment for Participating Group.....	34
3.4	Procedure of Data Collection	36
3.5	The technique of Data Analysis	38
3.5.1	Categorizing the Learning Style	38
3.5.2	Categorizing the Questionnaire	40
Chapter IV:	Data Analysis and Discussion	42
4.1	Learning Styles Analysis	42
1.	Finding	42
2.	Discussion.....	43
4.2	Questionnaire Analysis.....	44
4.2.1	Overall Students Perceptions of Jigsaw.....	45
1.	Finding	45
2.	Discussion.....	46
4.2.2	Perception of Each Learning Style.....	50
4.2.2.1	Collaborative Students Perceptions of Jigsaw..	51

1. Finding	51
2. Discussion.....	52
4.2.2.2 Competitive Students Perception of Jigsaw.....	55
1. Finding	55
2. Discussion.....	57
4.2.2.3 Participative Students Perceptions of Jigsaw.....	60
1. Finding	60
2. Discussion.....	61
Chapter V: Conclusion and Suggestion.....	64
5.1 Conclusion.....	64
5.2 Suggestions for English Teachers.....	67
5.3 Suggestions for Further Research.....	68
Bibliography	69
Appendices.....	72
Appendix A	72
Learning Style Survey	72
Appendix B.....	74
Questionnaire Given for Pilot Group	74
Questionnaire Given for Participating Group	75
Appendix C.....	77
Data Tabulation in the Pilot Group.....	77
Learning Style Survey.....	77
Overall Students' Perceptions of Jigsaw	78
a. Students' Perceptions of Their Own Learning....	78
b. Students' Perceptions of Group Interaction.....	80
c. Students' Perceptions of Jigsaw.....	81
Collaborative Students' Perception of Jigsaw	83
a. Students' Perceptions of Their Own Learning....	83
b. Students' Perceptions of Group Interaction.....	84
c. Students' Perceptions of Jigsaw.....	85
Competitive Students' Perception of Jigsaw	86

a. Students' Perceptions of Their Own Learning....	86
b. Students' Perceptions of Group Interaction.....	87
c. Students' Perceptions of Jigsaw.....	88
Participative Students' Perception of Jigsaw	89
a. Students' Perceptions of Their Own Learning....	89
b. Students' Perceptions of Group Interaction.....	89
c. Students' Perceptions of Jigsaw.....	90
Data Tabulation in the Participating Group	91
Learning Style Survey	91
Overall Students' Perceptions of Jigsaw	92
a. Students' Perceptions of Their Own Learning....	92
b. Students' Perceptions of Group Interaction.....	93
c. Students' Perceptions of Jigsaw.....	95
Collaborative Students' Perception of Jigsaw.....	96
a. Students' Perceptions of Their Own Learning....	96
b. Students' Perceptions of Group Interaction.....	97
c. Students' Perceptions of Jigsaw.....	99
Competitive Students' Perception of Jigsaw.....	100
a. Students' Perceptions of Their Own Learning....	100
b. Students' Perceptions of Group Interaction.....	101
c. Students' Perceptions of Jigsaw.....	101
Participative Students' Perception of Jigsaw.....	102
a. Students' Perceptions of Their Own Learning....	102
b. Students' Perceptions of Group Interaction.....	103
c. Students' Perceptions of Jigsaw.....	104
Appendix D	105
Lesson Plans for Pilot Group	105
Lesson Plans for Participating Group	111
Materials and Questions	117

LIST OF FIGURES

1. Figure 4.1: **Students Learning Styles**
2. Figure 4.2: **Overall Students' Perception of Jigsaw**
3. Figure 4.3: **Collaborative Students' Perceptions of Jigsaw**
4. Figure 4.4: **Overall Perceptions of Jigsaw Learning**
5. Figure 4.5: **Competitive Students' Perceptions of Jigsaw**
- 6: Figure 4.6: **Overall Perceptions of Jigsaw Learning**
7. Figure 4.7: **Participative Students' Perceptions of Jigsaw**
8. Figure 4.8: **Overall Perceptions of Jigsaw Learning**

ABSTRACT

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The mastery of reading helps students to obtain more knowledge, vocabularies, and information. Thus, the students can perform better in their academic performance. However, learning reading becomes more difficult these days because there are too many students in the classroom and the lesson is not attractive enough for them. (Larasati, 2009) Thus, it is important for the teacher to find the right technique that can enhance students' academic performances. So far, there are many techniques that can be used to foster students' motivation and achievement in learning reading; one of them is Jigsaw. Jigsaw is mostly used by teacher because the steps are easy to follow and provides students with more sources of knowledge. Thus, Jigsaw does not only enhance the thinking acquisition but also improve students' social and communicate skills.

This present study aims to investigate the student's perception towards the use of Jigsaw in learning reading. How the students' feel and think about Jigsaw has been thoroughly discussed in this present study. Furthermore, this present study also aims to find out the perception of students' according to their learning style whether the learning activity in the classroom can support their preferences in learning.

This present study was implemented to 10th grade students of one private senior high school in Surabaya. The treatments of this present study were implemented to both pilot and participating group. Furthermore, there were two instruments administered during the treatment sessions which were learning style survey and questionnaire related to students' perception of their Jigsaw learning experience in studying reading text.

The result of the learning style survey showed that the majority of the students were categorized as collaborative students (23 out of 40 students). While 13 students were categorized as competitive students and the other 4 students were categorized as the participative ones. Further analysis of the questionnaire were implemented and the result of each category of the questionnaire revealed that the majority of the students had positive perception towards their Jigsaw learning experience in studying reading text.

The writer then administered further analysis to see whether the Jigsaw technique matched their learning styles. The result of this analysis indicated that students in each learning style had good and positive perceptions towards the use of Jigsaw in studying reading text.