

**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**



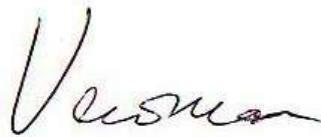
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This thesis entitled **High School Learners' Perception of the Use of Jigsaw Technique in Learning Reading Based on Their Learning Styles** prepared and submitted by **Yohana Devita Angelia** has been accepted as a partial fulfillment of the requirement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



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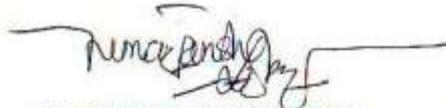
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ABSTRACT

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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.