

Interview Guidelines

Research Title : The Use of Jigsaw Technique in Improving English Students'

Reading Comprehension Skill

NO	Research Questions	Theories	Interview Questions
1)	What are the benefits of using Jigsaw Technique on students reading comprehension?	<ul style="list-style-type: none"> - 5 keys elements of cooperative learning: positive interdependence, team formation, accountability, social skill and structuring (Kessler, 1992: 8) - Students work together. - Give the students more chance to think creatively and critically (Robbani, 2017) 	<ul style="list-style-type: none"> - Apa pendapat kamu tentang penggunaan Jigsaw dalam proses pembelajaran dalam pemahaman membaca? - Apa manfaat yang kamu rasakan selama proses pembelajaran dalam pemahaman membaca menggunakan Jigsaw?
2)	What are the challenges faced by the students during the implementation of Jigsaw Technique?	<ul style="list-style-type: none"> - Students are dependent on each other to be present in class and to arrive prepared to share individual contributions within reshuffled teams (Shume, Stander, & Grier, 2013) 	<ul style="list-style-type: none"> - Kendala apa saja yang kamu hadapi ketika menggunakan teknik Jigsaw dalam proses belajar di kelas?
3)	What are the strategies used by the students to solve the challenges of Jigsaw Technique?	<ul style="list-style-type: none"> - Peer and self-evaluation on individual contributions. 	<ul style="list-style-type: none"> - Strategi apa yang kamu gunakan untuk mengatasi kendala tersebut?

<i>Benefits from the Implementation of Jigsaw Technique in improving ELED students' reading comprehension skill as perceived by the students.</i>	
Improving Students' Motivation	<p>(P1.4) We felt that we are becoming more motivated to read and to be more confidence to speak up in front of others.</p> <p>(P2.2) Our self-motivation is also building.</p> <p>(P2.4) We become more motivated to improve our self-learning by understand the material on our own first.</p> <p>(P4.6) I felt more motivated to learn by read more.</p>
Improvement on Students' Reading Habit	<p>(P1.3) My reading habit boosts up because of this method</p> <p>(P2.1) Our reading habit is improving because of this reading activity</p> <p>(P3.1) I think that my reading is becoming better through this reading activity because I like to read more books recently</p> <p>(P4.5) My reading habit boosts up because of this method</p>
Widening Students' Understanding	<p>(P1.1) Our knowledge expands toward this reading activity</p> <p>(P2.3) Because of the reading habit increasing, our knowledge is also expanding</p> <p>(P3.2) Adding our knowledge as students</p> <p>(P4.1) We can really understand the material which widens our knowledge</p>
Understanding the text better	<p>(P3.5) I can understand the text better because of the discussion</p> <p>(P4.3) We can know each perspectives better through the discussion section so we can understand the text better too</p>
Improving Students' Vocabulary Mastery	<p>(P1.2) The vocabulary is also escalating.</p> <p>(P2.12) Our collection of vocabulary added</p> <p>(P3.3) We can find new vocabulary by reading the material</p> <p>(P4.2) I can find new words in the text</p>
Improving Students' Critical Thinking	<p>(P2.6) Our critical thinking is sharpened because of this activity in choosing which one is relatable to the context of the material</p> <p>(P3.4) We have to be critics in analyzing things to agree on the same idea regarding to the</p>

	<p>material</p> <p>(P4.4) We have been trained to be more critical in seeing things, analyze every opinion that related to the material.</p>
<p>Improving Students' Teamwork</p>	<p>(P2.5) I think the teamwork within the discussion is improve too because we have to share and give feedback to each other</p> <p>(P3.23) The teamwork has improve because we can discuss the material together and make us become closer to one and another</p>

<i>Challenges from the Implementation of Jigsaw Technique in improving ELED students' reading comprehension skill as perceived by the Students.</i>	
Higher Difficulty Level of Materials	<p>(P1.9) I found it hard to understand the text on my own because I have not known anything about that topic before</p> <p>(P2.13) The topic for the discussion is using too complicated words that is hard to be understood</p> <p>(P3.8) Sometimes, the material is quite hard to be understood which makes us lazy to read it</p> <p>(P4.7) The main problem is the complicatedness of material that cause we felt lazy to read even though we already know which chapter beforehand</p>
Too complicated	<p>(P3.11) Sometimes I cannot follow the instructions given by the lecturer because it just too many of them</p> <p>(P4.12) The steps are just too much</p>
Understanding the Unfamiliar Vocabulary	<p>(P1.5) Sometimes we do not know the translation of some words which makes it hard to understand the reading</p> <p>(P2.11) Sometimes there are some words or sentences that we do not the meaning</p> <p>(P3.6) I found some unfamiliar words that I do not know before</p> <p>(P3.7) I can also miss-leading in explaining it because we have miss-understanding toward its first</p> <p>(P4.9) Sometimes we were miss-understanding the reading because we are mistaken on defining the unfamiliar words</p>
Unequal Grouping System	<p>(P1.10) Sometimes if I've seen a group that consist of the smartest students which makes all of us felt afraid to compete, we felt insecure</p> <p>(P2.9) Sometimes if I've seen a group that consist of the smartest students which makes all of us felt afraid to compete, we felt insecure</p> <p>(P3.13) Sometimes, the grouping is unfair because the smartest kids are in the same group</p> <p>(P4.10) Sometimes the grouping is quite unbalance which make it harder to explain the material</p>

<p>Free riders</p>	<p>(P1.8) There is some free rider within the group itself, which only depending on the other members explanation</p> <p>(P2.7) The group became passive, that's because there are some students who want to read and there are also those who don't want to read</p>
<p>Time management</p>	<p>(P1.6) I think that the time is not enough than what we need to discuss and analyze the reading</p> <p>(P1.7) Sometimes there are some information that we have not explain which leads to miss-understanding because of the time limited</p> <p>(P2.8) I think that it wasted too much time on the grouping and discussion section.</p> <p>(P3.12) I felt that it takes too much time in reading the material individually and then explaining it again to other friends</p> <p>(P4.11) I felt that the timing for the discussion is not Enough</p>
<p>Various Perspective</p>	<p>(P2.10) It is hard to come with the same agreement</p> <p>(P3.9) There just too much opinions during the discussion which makes it hard to choose which one is the right one</p>

<i>Strategies used by the students to encounter the challenges they faced during the Implementation of Jigsaw Technique in improving ELED students' reading comprehension skill.</i>	
Reading and Explaining Repetitively	<p>(P2.20) Just re-read the material skimmingly at the class</p> <p>(P3.10) We have to explain it over and over again using Indonesia rather than English when others do not understand.</p> <p>(P3.21) I will ask or do a repetition if there is any ambiguity explanation</p> <p>(P3.22) I used the drilling technique</p> <p>(P4.18) I will explain the material again and again if there is any unclear explanation</p> <p>(P4.19) Sometimes I will re-read the material to make my own self clear before I have to explain to others</p>
Reading the material beforehand	<p>(P1.15) I think the best way is to ready the material before the class to save more time</p> <p>(P2.19) We have to read the material before the class because we have known the material that will be discussed each meeting</p> <p>(P4.8) I end-up read the material days before the class started</p> <p>(P4.13) We have to really read the material before the class so that we can just read it briefly when the class start</p>
Asking for help from others.	<p>(P1.12) Sometimes I will ask the lecturer too when I do not understanding the material</p> <p>(P2.15).. or I will ask my lecturer too</p> <p>(P3.17) Maybe ask for my lecturer help for the unfamiliar vocabulary</p> <p>(P4.15) Or ask the lecturer directly to avoid misunderstanding</p> <hr/> <p>(P1.11) Sometimes I would ask my friend to help</p> <p>(P2.14) I will prefer to ask my friends' help for the unknown vocabulary</p> <p>(P3.24) I will ask my friend to explain the material a bit</p> <p>(P4.14) I usually ask my friends when I do not know the vocab</p>

Reporting to the lecturers for the free riders.	(P1.14) About the free rider, I will prefer to report them directly to the lecturer so that the lecturer can take further action (P2.18) I just report them to the lecturer
Using translation tools.	(P3.14) I will look up for the definition of the word using electronic translation tool like Alfablink because it is easy to bring everywhere (P4.16) I also look-up the definition from the offline dictionary app on the phone
	(P3.16) "...or even using Google translate for the translation (P4.17) Sometimes, when I have the internet connection, I will just Google translate it
	(P1.13) I will open the dictionary because it is easy to use (P2.16) I will use dictionary too sometimes (P3.15) Sometimes I use the hardcopy dictionary too because it easy to be accessed and the lecturer will not forbidden us for using it at class
Taking notes	(P1.16) I will write the important point (P2.17) Only the important points that I wrote to help me later (P3.18) When I found the translation, I will write it down right next to the words (P3.19) I used to write some important points before explaining to others (P3.20) I used to do the note-taking too during my friends explanation