The Use of Jigsaw Technique in Improving ELED Students'
Reading Comprehension Skill

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Abstract

Reading is one of the language skills that the students still found it as something that uninteresting to be learnt. In order to solve this problem, the teachers have applied Jigsaw Technique at one of the Islamic Private Universities in Yogyakarta during their teaching and learning process to improve students' reading comprehension skill. That is why this research aimed to deal with ELED students' perspectives on the use of the Jigsaw Technique in improving their reading comprehension skill, starting from the benefits, challenges, and strategies during the implementation of this technique. To achieve the objectives of this research, interview was done by involving four third-year ELED students who had taken the Language Assessment and Evaluation course in semester four. The collected data were obtained from descriptive qualitative design in qualitative method. The findings of the study discovered that through Jigsaw Technique the students have some improvement on their reading habit, vocabulary mastery, teamwork, motivation and critical thinking. Not only that, they can have a better understanding to the text which can widen their understanding too. On the other hand, the students also found several challenges like the given material is quite hard to be understood, they cannot understand certain vocabulary, too many perspectives in one group, unequally divided grouping, some

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member become free riders, time-consuming even the steps in Jigsaw Technique are too many and too complicated which became their obstacles during Jigsaw. Therefore, strategies like read and explain the material repetitively, reading the material beforehand, asking others for help, like lecturer and friends, or even using others tools like electronic translation (offline), Google translate, and printed dictionary, reporting the free riders to the lecturer, and taking notes are the ways that the students used to encounter those challenges mentioned above.

Introduction

Reading is one of the language skills which takes an important role in teaching and learning process because it adds information and knowledge. Students can get many vocabulary that they need as well through reading. To develop concept in learning, the students are required to learn how to read the English text while also understanding the meaning of it. As mentioned by Kusriani (2013) reading is important because it is not only about acquiring the written letter of one's spoken language, but it is also the procedures of creating the meaning of words, sentences, and linked paragraphs that can be called as comprehension.

Reading itself has been the main issues that most students still work hard on that, even the university students. Jhonson (as cited in Sari, 2017) stated that to get the idea and the destined meaning out of the text still becomes the difficulties that the students face when it comes to reading. He added that this problem still occurs

because of several factors. The first is no motivation coming from the students itself. The second is the students do not know any other option of technique or strategy in reading. The third is the lack of skills in reading aloud. The fourth is the style of teaching that being used in class. Up to this day, the teachers still are the centered on learning. Wichadee stated that the teacher-centered method taking place in classroom activity does not generate active receivers and results petrify language learning (as cited in Kusriani, 2013). It is not effective enough to stimulate the language acquisition. The reading activity still depends on the teachers' justification, causing the students have less participation. The students with high level of knowledge tend to be more active while the rest of the students tend to be passive. The students perceived it as something uninteresting and it makes them not learn reading optimally.

Working in a group might be the way to solve the reading's problem that occurs among the students. As stated by Wichadee (2003) that the students who do not comfort to talk and express themselves in the great class are most pleased to speak out in a small group. Group members can accomplish their strengths and weaknesses in learning reading because every student has their own skills and background in learning English that they may carry later in the group discussion. For instance, one student who has a strong experience about grammar can be supported by the other student who have excess in vocabulary so that they both can help each other out in order to achieve the learning goals. Moreover, the student with low

background will be benefited from interplay with the great one, and the greater student will feel satisfied by playing a notable part in assisting their feeble teammates. They can fill each other's shortcomings.

Jigsaw Technique is known as one of the cooperative learning techniques where the students have to work together in a small group and they are charged to become a proficient toward the learning material that had been divided into several parts. There will be a different part of the material. Later, the members of the small group will meet the members of another group, called the Jigsaw group, where they have to talk about their topic and then return to their first group.

The Jigsaw technique has been applied in English Language Education Department (ELED) at one of the Islamic private universities in Yogyakarta. Based on the observation in the classroom, during the implementation of Jigsaw technique the students are quite excited and feel being challenged toward the learning process itself because they are full of curiosity. Some of them are curious whether the part that they get is easier to be understood or vice versa. While the others also feel being challenged because they should be able to share the information that they get with the other partners, whether it is the same expert groups or in the jigsaw group. When there are too many challenges that the students' faced and the teachers do not try to solve it, it might affect the students' achievements or vice versa, when there are many benefits, the teachers should consider to apply this technique continuously in future classroom activity to help the students' improve their reading comprehension skill.

So, this research has three aims. There are:

1. Identifying the benefits of using Jigsaw Technique on ELED students' reading comprehension skill.

2. Analyzing the challenges of using Jigsaw Technique on ELED students' reading comprehension skill.

3. Exploring the strategies of using Jigsaw Technique on ELED students' reading comprehension skill.

Literature Review

Reading is one of the four skills that should be mastered and has taken a great part in teaching and learning process. The readers can get information easily through reading because it is a receptive skill that allow readers to learn any subject from written texts. It is very intricate process where the reader has to be able to recognize and comprehend the written symbols which affected by familiarity, language background, perceptual skill, decoding, perspective and interpretation. Reading itself has been categorized into three categories; linguistic level, discourse level, and level of cognition (Qanwal and Karim, 2014).

In reading, the readers shall comprehend the essence of the text to prevent the misinterpretation, which is why reading comprehension is very important in reading. As argued by Richard and Renandya (2002) that the essential purpose for reading is reading for comprehension. Reading without comprehending it may lead to miss

some information or messages. Reading cannot be disassociated from comprehension because in order to interpret and understand the written symbols, understand the text is a must. The process of getting information out of a text is known as reading. Thus, reading comprehension implies understanding the text that has been read means understanding what has been read. Reading itself is an active process where it does not only depend on the comprehension skills, but also on the readers' previous knowledge and language background.

One of teaching strategies which is commonly used in the process of teaching and reading is cooperative learning. According to Majid (2007), cooperative learning is cooperating method in efforts to help each other between two or more, individual and group, group and group in finishing the problem. Johnson in Richards and Rogers (2001) believed that when the teachers is concentrating only on competition rather than cooperation and favored the high-achieving students, the lowest-achieving students may lag behind during the teaching and learning process. In this context, cooperative learning is likely to increase the accomplishment of the students in the classroom activities. Moreover, it helps the teachers to build a positive relationship between students and give them the experience that they need for their cognitive development, healthy social and physiological. Yet, its advantages for substituting the structure of competitive of most classrooms and schools with team-based, high performance structure.

Gladstone said that the Jigsaw Technique is a cooperative learning strategy where a group of students become the experts in a different parts and then teach others about what they have studied (2013). This strategy increases retention, learning, and engagement. According to Klippel (1984), Jigsaw Technique is one of techniques that is used in teaching, especially in teaching reading skill. In Jigsaw technique, students work in heterogeneous teams which make each member is evenly important because each takes the part of the solution. Because of that, Jigsaw is considered to increase cooperation and common reception within the group. There are two different areas of skills in the foreign language that practiced through Jigsaw Technique. Firstly, the information given have to be understood by the students and they have to describe it to the other members of the group. Secondly, the students have to arrange the process of finding the solution.

There are several benefits of Jigsaw Technique that have been mentioned by experts and they are as follow; firstly is the benefit of Jigsaw Technique proposed by Lie (2000) that saying through Jigsaw Technique it will increase the students' motivation, the easement of learning experience and also decreasing their anxiety and boosting up their self-esteem. In Jigsaw Technique, the students become the center of learning where they have to try to figure the material out by themselves. The teachers in this case are being the facilitator only which is why they have to motivate themselves in order to have improvement on their learning (Isjoni, 2008). When the students have motivation within themselves, their improvement can be easily seen,

they will have certain actions that they will often do in order to help themselves achieve their goals in learning. Related to reading comprehension, it is believed that students will have more motivation to read more frequently because they have been accustomed to do so during their Jigsaw activity.

Despite all the benefits that have been mentioned above, there are also some challenges when it comes to applying the Jigsaw Technique in classroom activity. According to Robbani (2017) the time consuming is the problem that might face during the implementation of Jigsaw. When it comes to applying the Jigsaw Technique in classroom activity, the teachers have to divide and organize the students into several groups where it is a combination of students from different intelligences. This grouping and discussing spent lots of time in the process where sometimes the time is not used effectively. Sometimes, the time division for grouping and discussing is not balance which cause problems like not enough time for discussion where the students do not understand the material well. Besides, the class condition will be not conducive enough which makes the teachers have to pay more attention to control the students. The second is that when the group setting is consist of lots of students, the group becomes less effective. The third is that there will be some dominant and non-dominant (slow) students within the group itself (Adams, 2013). There might some students that take over the whole group discussion without trying to give the other members to speak out their opinion. The other challenges proposed by Sumadayo (2006), the factors that affecting students' reading comprehension skill, including;

their language skills (related to vocabulary), intellectual (related to intelligence), environment (related to economic, cultural background and social), psychological (related to interest, emotion and attitude), and experience (related to habits and knowledge in reading). Lestari and Aswandi (2015) added that related to the vocabulary, the students are afraid of making mistakes during their learning process because of their limitation of vocabulary which leads to the inability to perform their best.

There are several strategies that can be applied at the classroom activity to encounter the challenges when applying Jigsaw. Firstly, every Jigsaw Group should be put equally where it consists of the students that is prominent and less prominent so that it will balance up the discussion within the group itself (Adams, 2013). Secondly, lowering the inhibitions by having several activities during the teaching and learning process beside Jigsaw so that the students can enjoy the class better. Thirdly, encouraging the students to be a risk-taker. The teachers can encourage the students to speak up their opinions whether it is in-line or not with the material being discussed and still praising them for their effort of trying. The other strategies proposed by Richards and Renandya (2002) that the teacher can motivate the students' intrinsic motivation by reminding them about the benefits of learning English and the material in specific for their own sake.

Methodology

Qualitative approach was the most suitable for this study because the research questions being proposed are in general and need to be explored based on participants' experience (Creswell, 2012) so that the researcher can gain in-depth understanding related to the topic. The researcher intended in mainly describing the data on the use of the Jigsaw technique toward students' reading comprehension by using words so that it can be explained elaboratively that is why qualitative approach was more relevant for this study.

The researcher used descriptive qualitative as the research design for this research. As supported by Lambert and Lambert (2012) that the aim of descriptive qualitative is to reveal an extensive summary of particular events experienced by individuals. This design was suitable for this research because the researcher tried to explore more about the trend. Yet, the researcher used descriptive design to gain a thick description or in-depth understanding of several individuals to answer the research questions of this study. The research was conducted at English Language Education Department (ELED) at one of the Islamic Private Islamic Universities in Yogyakarta on January 2019 where the teaching and learning activity is on-going at this even semester. The researcher used the purposive sampling because the researcher has selected the participants based on some criteria that they have to fulfil first. So that the participants have something in common that makes them qualified enough to answer the questions being proposed in this research.

The first criteria was the participants must be third-year students of ELED at one of the Islamic Private Islamic Universities in Yogyakarta because they have learnt using this technique when they were in semester four and became familiar with it so that they were able to answer the questions well based on their experience. The second criteria was the participants must had already take the Language Assessment and Evaluation course in semester four because this course has implemented the Jigsaw Technique. Moreover, the researcher asked the lecturer's help in the selection of the participants based on their achievements, whether the students were lower or higher achiever, by giving some names as recommendation. There are four participants in total were all of them are female students and were not call by their real names. The researcher used pseudonym to keep the participants' privacy. The lower-achiever participants were called Asti and Fitri while the higher-achiever participants were called Siti and Lestari.

Findings

The findings showed seven benefits, seven challenges and nine strategies from the implementation of Jigsaw Technique in improving ELED students' reading comprehension. They are as follows:

Benefits from the Implementation of Jigsaw Technique in improving ELED students' reading comprehension skill as perceived by the students.

Improving Students' Motivation. The first benefit deals with students'
motivation. There were two statements raised by the students regarding to this matter.
Asti said "We felt that we are becoming more motivated to read and to be more
confidence to speak up in front of others". Moreover, Fitri also said that "We become
more motivated to improve our self-learning by understand the material on our own
first". Based on the findings above, it can be concluded that the students have
improvement on their motivation through Jigsaw, whether to learn more, read more,
speak more, and try to understand thing on their own first because in Jigsaw they
were accustomed to those activity mentioned above. This statement supported by Lie
(2000) that mentioned through Jigsaw Technique it will increase the students'
motivation, the easement of learning experience and also their self-esteem where also
decreasing their anxiety.

Improvement on Students' Reading Habit. The second benefit deals with
students' reading habit. As mentioned by Fitri, "Our reading habit is improving
because of this reading activity". Just like what Fitri has said, Asti and Lestari were
said the same thing "My reading habit boosts up because of this method". In line with
the first statement, Siti added "I think that my reading is becoming better through this
reading activity because I like to read more books recently". It can be concluded that
the students had some improvement on their reading habit because within the Jigsaw
Technique the students were accustomed to read a lot of material for each meeting so
that as the time went by it became their habit. It is aligned with Camp (2007) that

argued reading habit can be developed over times when the students have already done it over and over again. When the students are accustomed to do something regularly, it will become their habit. Same as this, because they have to read the material for each meeting, it has become their habit.

Widening Students' Understanding. The third benefit deals with widening students' understanding. As mentioned by Asti, "Our knowledge expands toward this reading activity". It can be seen that students' understanding became widen because it is in line with the improvement of their reading habit. The more they read, the more they know. This statement supported by Fitri and Siti that said "Because of the reading habit increasing, our knowledge is also expanding". Lestari added, "We can really understand the material which widens our knowledge". Based on that statement, it can be summed up that through reading a lot within Jigsaw, the students' understanding is widening which is in line with Sugiarti's statement that saying each individual can gain new information and broaden their knowledge (2012).

Understanding the text better. The fourth benefit relates to the students' understanding toward the material itself. As been said by Lestari "We can know each other perspectives better through the discussion section so we can understand the text better too". Just like Lestari, Siti also said that "I can understand the text better because of the discussion". Those statements above are matched with Kessler (2008) said that the students can gain success easily when they can cooperate with their teacher and their peers, where they can ask questions or offer answers to help each

other to understand the material. In addition, Mengduo and Xiaolin (2010) that stated students' possibility of understanding the material better is protruding through Jigsaw because they are able to exchange information one to another within their group discussion.

Improving Students' Vocabulary Mastery. The third benefit is on the improvement of students' vocabulary mastery. Like what Asti and Fitri have said, "Our collection of vocabulary added". Supported by Siti and Lestari by saying, "We can find new vocabulary by reading the material". Based on that statement above, it can be concluded that students' can enrich their vocabulary because they have lots of exposure of words while reading like what has been mentioned by Rachmawati (2008). Because in Jigsaw activity the students were accustomed to read a lot of course they gain enough amount of exposure of new words which leads to the improvement of their vocabulary mastery.

Improving Students' Critical Thinking. The sixth benefit relates to students' critical thinking that has been improved because of this activity too. As argued by Fitri that saying "Our critical thinking is sharpened because of this activity in choosing which one is relatable to the context of the material". Siti added, "We have to be critics in analyzing things to agree on the same idea regarding to the material". It can be inferred that through reading, they were required to be more critics toward every material that been given to them. Supported by Lestari, "We have been trained to be more critical in seeing things, analyse every opinion that related to the

material". Based on the finding above, it showed that after joining the course that have applied Jigsaw Technique during the teaching and learning process enhanced their critical thinking. This statement is supported by Robbani (2017), that through Jigsaw Technique, students' high order thinking skills are being trained as well where they have to analyze, synthesize, and evaluate as well as components of critical thinking and argumentation within their group discussion.

Improving Students' Teamwork. Last but not least is the improvement that relate to students' teamwork. Fitri stated that "I think the teamwork within the discussion is improved too, because we have to share and give feedback to each other". Siti added "The teamwork has improve because we can discuss the material together and make us become closer to one and another". It can be inferred from those statements above that through the Jigsaw activity, students' teamwork has improved. It is aligned with Aronson (2000) statement that saying jigsaw promotes more interaction between the students where they do have to work as a unit to achieve the goals. The students' participation and contribution within Jigsaw Technique through group discussion are required. Each one of them have the same responsibility to express their selves regarding to the material being given by the lecturer. They also learn to value each other perspective.

Challenges from the Implementation of Jigsaw Technique in improving ELED students' reading comprehension skill as perceived by the Students.

Higher Difficulty Level of Materials. The first obstacle that the students face is that the higher difficulty level of material. Just like what Asti has said, "I found it hard to understand the text on my own because I have not known anything about that topic before". Fitri also mentioned that "The topic for the discussion is using too complicated words that is hard to be understood". Lestari added "The main problem is the complicatedness of material that make us felt lazy to read even though we already know which chapter beforehand". Based on that statement above, it can be inferred that material that is been given by the lecturer to the students for discussion is too hard to be understood by them because they have not known about the topic before which leads them felt lazy to read on their own because the material within Jigsaw discussion has its own level of difficulty. As mentioned by Prasetyono (2008) several factors that affecting students' interest in reading, some of them include educational background, self-regard, value which is related to the statement the students mentioned above.

Too complicated. The second obstacle is the complicatedness of teaching method that the students have to follow. As mentioned by Siti that "Sometimes I cannot follow the instructions given by the lecturer because it just too many of them". Supported what Siti said, Lestari told "The steps are just too much". Based on these arguments listed above, it can be concluded that the steps in implementing Jigsaw Technique are too many which make the students sometimes had to follow each one of them even though they got confuse several times which steps should be done first

and what step should be done after. As stated by Purwanto, one of the factors that affecting students' educational achievement is the teaching method that the teacher used at classroom activity (2006).

Understanding the Unfamiliar Vocabulary. The third obstacle is the difficulty in understanding the unfamiliar vocabulary by the students. Asti stated "Sometimes we do not know the translation of some words which makes it hard to understand the reading". It can be implied that when the participants' do not understand the meaning of a certain word, it can really affect their understanding toward the material itself. Supported by Lestari, "Sometimes we were misunderstanding the reading because we were mistaken on defining the unfamiliar words". This problem leads to misunderstanding in interpreting the meaning of the text itself. As Siti said, "I can also miss-leading in explaining it because we have miss-understanding toward its first". Based on that explanation above, it can be inferred that the difficulty in understanding certain words during the reading time in Jigsaw really affecting students' understanding and performance during the discussion which relate to their learning achievement. This statement is supported by Sumadayo (2011) that students' language ability (related to vocabulary) do affect their understanding toward the material, like how much they understand about the vocabulary they have.

Unequal Grouping System. The other challenge faced by the students is the unequal grouping system, where the group is being overshadowed by the other

groups. Like what Siti said "Sometimes, the grouping is unfair because the smartest kids are in the same group". When the group is divided unfairly it leads to other groups to feel demotivated and think that they might be loser one which make the group become passive. Like Asti said "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". From that explanation above, It is aligned with the statement from Rosyidan (1998) that saying students' learning process can be disturbed because of the interrupted of conflicting responses from others. It can be concluded that the students find it hard to work in group when the grouping is unfairly divided which lead to passive group. In order to execute Jigsaw Technique in the classroom activity, the lecturer has to divide them into several groups, which is why when the grouping system is not equally divided it will affect students' achievement too.

Free riders. The next challenge faced by the students is the member of the group that do not give any contribution toward the group, the free rider one, while in Jigsaw teamwork is the key point. As stated by Asti, "There is some free rider within the group itself, which only depending on the other members' explanation". Fitri also mentioned "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". Based on that statement, it can be concluded that some members of the group are being the free rider by just relying on other members' explanation and hardworking without making any effort on their own during the group discussion within Jigsaw. The free riders

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think that their contribution is unnecessary and the "smart" students within their group can handle the discussion and the group task on their own.

Time management. The next challenge is about the time management where the implementation of Jigsaw Technique does take much time in the process, starting from the grouping until the discussion parts. According to Fitri, "I think that it wasted too much time on the grouping and discussion section". Added by Siti, "I felt that it takes too much time in reading the material individually and then explaining it again to other friends". While the others felt it takes too much time on the grouping, other participant felt the other way around. There are two statements raised by Asti and Lestari that stated the time for the discussion is less than the preparation, "I think that the time is not enough than what we need to discuss and analyze the reading". Asti added, "Sometimes there are some information that we have not explained which leads to miss-understanding because of the time limited". Based on those statements, it can be concluded that the time management within the Jigsaw activity is not executed well by the lecturer and the students as well. As mentioned by Robbani (2017), the implementation of the Jigsaw Technique in teaching and learning process does take much time for the grouping and discussion parts which the teachers have to maximize it based on the classroom needs.

Various Perspectives. The last challenge faced by the students is regarding to the various perspectives within a group. As stated by Siti that "There are just too many opinions during the discussion which makes it hard to choose which one is the

right one". In addition to what Siti has said, Fitri added "It is hard to come with the same agreement". From the explanation above, it can be inferred that the students do have various perspectives toward the material during their group discussion within the Jigsaw Technique which makes it even harder for them to come up with the same main idea or agreement about the topic.

Strategies used by the students to encounter the challenges they faced during the Implementation of Jigsaw Technique in improving ELED students' reading comprehension skill.

The first strategy used by the students to solve the problem of miscomprehending and miss-explaining the material is by read and explain the material repetitively. As stated by Siti, "I used the drilling technique". Supported by Lestari, "I will explain the material again and again if there is any unclear explanation". The students also prefer to exchange the information using their first language rather than the target language. As mentioned by Siti too, "We have to explain it over and over again using Bahasa Indonesia rather than English when others do not understand". Not only doing the repetition on explaining the material to others, the students also will do repetition for themselves by re-read the material to make sure that they have understood the material clearly. Like Lestari statement "Sometimes I will re-read the material to make my own self clear before I have to explain to others". Siti also said that "I will ask or do a repetition if there is any

ambiguity explanation". In addition, Fitri mentioned "Just re-read the material skimming at the class".

It can be inferred that in order to make the sharing information during the discussion, the students prefer to use the drilling technique where they will try to explain the material repetitively and using Indonesian to make it easier to be understood among each other during their group discussion within Jigsaw Technique. This is in line with Sudjana (1989) that said drilling technique along with the Jigsaw technique can help the students to understand the material better because they were doing the same action over and over again until they fully understand it.

Reading the material beforehand. The next strategy to encounter the problem of not enough time is by reading the material beforehand. Siti mentioned, "I end-up read the material days before the class started". Lestari also mentioned, "We have to really read the material before the class so that we can just read it briefly when the class start". From these statements, it can be concluded that the students will try to read the material days before the class to make them be more familiar with it. So that they have a little understanding about the topic that will be discussed in the class. This make them have plenty of time to do the discussion for the clarifications whether their understanding is already in-line with the context or not.

Asking for help from others. The third strategy used by the students in solving their problem about the definition of certain unfamiliar words or some ambiguity explanation about the reading as a whole, they will ask for help from

others like the lecturers or the friends. For the lecturer, has been mentioned by Asti and Fitri that "Sometimes I will ask the lecturer too to help understanding the material". While for the friends, Lestari said "I usually ask my friends when I do not know the vocab". Siti support it by saying, "I will ask my friend to explain the material a bit".

Based on that statement, it can be inferred that the students will ask for help from their lecturers or friends whenever they have some ambiguity toward the material. They will ask the others' help to explain the redlines of that material or the suitable definition of that certain words so that they can have more clue about the material. They find it as something that really helpful because they believe that the lecturers have a better knowledge than them, so it is prominent to ask them as the source of the learning itself. It is supported by Hapsari (2017) that saying in order to solve the problem of not understanding the material, some prefer to ask for others' help that mastered in their field like teachers or other friends who have a better understanding.

Reporting to the lecturers for the free riders. The fourth strategy use by the students to solve the free rider problem is by reporting it to the lecturers. Asti said "About the free rider, I will prefer to report them directly to the lecturer so that the lecturer can take further action". It can inferred that the students will report their friends who do not give any contribution within their group to the lecturers so that

further action can be taken and the free riders have more deterrent effect to not neglecting their contribution in the future discussion.

Using translation tools. The fifth strategy used by the students in order to help them find the definition of some unfamiliar words that they found in the text was by using translation tools, like printed dictionary, offline dictionary apps or even "Google Translate". Siti mentioned "I will look up for the definition of the word using electronic translation tool like Alfalink because it is easy to access". Lestari added by saying "Because I always have my phone with me, I will search for the definition from the offline dictionary app on my phone, no need any internet connection". Besides, Fitri and Siti were added, "I will use dictionary too sometimes because it's easy to be accessed and the lecturer will not forbid us for using it at class". As for Google Translate, Siti mentioned "… or even using Google translate for the translation" (P3.16). It can be inferred that by using those translation tools can help the students in defining some unfamiliar words they find within the material during their Jigsaw activity.

Taking notes. The last strategy that the students used to solve their problem in repetitiveness or miss-information among them is by taking notes. As mentioned by Asti and Siti, "I used to write some important points before explaining to others". Fitri added "Only the important points that I wrote to help me later". The students also will take note during the other teammates explanation in order to help them understand the material if there is some information that they have missing and to

help them to ask for clarification later if they found some unclear statements. As been said Siti, "I used to do the note-taking too during my friends explanation". Relates to the vocabulary, she would write the translation in the book so it will help her understand the material better. "When I found the translation, I will write it down right next to the words" Siti said. From those explanation above, it can be inferred that write downs the important points of the material really help the students to solve their problem in comprehending the material.

Conclusion

Regarding the findings of this research, there were some benefits, challenges along with the strategies as perceived by the ELED students during the implementation of Jigsaw Technique. For the benefits, the findings showed that there are seven benefits as mentioned by students. They were as follows; improvement on students' motivation, reading habit, vocabulary mastery and critical thinking. It also help the students to understand the text better and widening their understanding. Not to mention, their teamwork has also some improvement. For the challenges, there are seven challenges as well as the benefits perceived by the students. The challenges include the higher difficulty level of material, too complicated steps within Jigsaw, difficulty in understanding the unfamiliar vocabulary, unequal grouping system, free rider, time management, and various perspectives. For the strategies, about the strategies the students used to encounter the challenges during the Jigsaw Technique, the students described nine ways that they used. The strategies are as follows; reading

and explaining repetitively, reading the material beforehand, asking for others' help lecturers, asking friends, reporting to the lecturer for the free rider, using translation tools and taking notes.

Recommendation

Regarding the findings of this research, there are some suggestions. **For the teachers,** it is recommended for the teachers to apply Jigsaw Technique in the future classroom activity. The teacher should try this technique to make the teaching and learning process become more fun and challenging for the students. Moreover, the teacher should also encourage the students to try this technique on their own with their peers when they have some problems with their reading. **For the students,** the students should be aware of the challenges that they might face when they applying this technique. Therefore, the students are recommended to try applying this technique on their own by making it more suitable to their needs in order to improve their reading comprehension skill. They should try to apply it to improving other skills too, like their listening, speaking, or even writing skill. The students are also suggested to use the strategies listed above whenever they found the same obstacles during their learning. **For the other researchers,** it is suggested that the next researcher should involve more participants and focusing on other aspects besides reading comprehension. The next researcher should also try to figure out the use of the Jigsaw Technique from a different perspectives, like the teachers, to see whether it has several things in common with the students' perspectives or not.

Approval Sheet

The Use of Jigsaw Technique in Improving ELED Students'

Reading Comprehension Skill

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