

## **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 lecturer had applied Jigsaw Technique during their teaching and learning process. That is why this research aimed to deal with ELED students' perspectives at one of the Islamic Private Universities in Yogyakarta 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 have a better understanding to the text which can widen their understanding too. Though, 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, free riders, time management even the steps in Jigsaw Technique are too complicated. Therefore, strategies like read and explain the material repetitively, reading the material beforehand, asking for help from others,

using translation tools, reporting the free riders to the lecturer, and taking notes are the ways that the students used to encounter those challenges mentioned above.

*Keywords:* Jigsaw Technique, benefits, challenges, strategies.