Chapter Four

Finding and Discussion

This chapter presents results and discussion from the collected data through interview with four ELED students at one of the Islamic Private University in Yogyakarta. The findings are about the benefits and the challenges along with the strategies as perceived by the participants toward the implementation of Jigsaw Technique during the teaching and the learning process.

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

Based on the collected data, it can be seen that there are several benefits that the students' achieved toward the implementation of Jigsaw Technique in the classroom activity. There are at least eight benefits that have been shared by the students' during the interview. The benefits are as follows:

Improving Students' Motivation. The first benefit deals with students' motivation. There were two statements raised by the students regarding to this matter. Fitri stated that "Our self-motivation is also built up". Asti added by saying "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.

Motivation itself is the encouragement that caused by two factors, which are intrinsic and extrinsic. Intrinsic factor is the motivation that come from each individual self, while extrinsic factor is the motivation that caused by others. Students can be said that they are motivated when they have improvements on their learning, when they put more effort on something to be better. In this case students' motivation has improve because of the intrinsic factor, where they had motivate themselves to read more and to perform better during the discussion. They want to give their best during the learning process which makes them have to push themselves to look up and try for any possibilities that they can do to improve themselves like figure out some ways to solve the obstacles that they find during the process of learning itself. They will try to figure out the most suitable way out to encounter it. When they never do certain things before, and now they do, it also categorized as been motivated.

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.

Reading habit itself is the sustainable action that each individual does as part of their daily life. The factors that indicates students' have some improvement on their reading habit is when they are become more diligent in reading, whether reading about the material that they will discuss in the classroom or others reading text, like books, journals, novels, and magazine/newspaper. Those who are initially lazy to read eventually become more diligent in reading because they have been accustomed to read the material regularly in Jigsaw.

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).

It can be said that widening understanding means the students have added something to their knowledge and start to see things from a different perspectives to achieve more considerations before finally come up with one conclusion toward something. It makes person be more open-minded in seeing things. In order to widening understanding, it can be done through reading more, exposing each individual self with all of the source of knowledge so that you know more. Just the same for students, by reading more, students' understanding is widely open because through reading they can gain lots of new information which they can relate it to their daily life. Through reading they can add some clarification to the knowledge they have known before or adding new information to it to make it more meaningful.

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.

Understanding the material better means the students can really comprehend the main idea of the material, they really understand what the material is talking about. In order to have a better understanding toward the material, the students have to seeking for the additional information from other sources like asking for help from others and discuss it together. By doing that, more information can be gathered. It is believed that through the discussion within the Jigsaw Technique, the students can have a better understanding toward the material because they can discuss the material with other members to obtain the same idea and comprehend the material well. They can share and analyse which idea that the most relatable to the text that is being discussed together. When the students have lots of considerations within the discussion, surely they can understand the material better, they can have more perspectives which leads to more knowledge that they gained. The more information gathered, the better understanding that the students have. It is important for the students to really comprehend the material because it can prevent them from misinformation to others. When they were miss-informing to others, it can be fatal.

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.

Mastering vocabulary is really important for the students in order to understand the material as a whole. When they do not know a certain word, it can really affect their understanding. To improve their vocabulary mastery, the students can expose themselves by reading more. It is believed that students can gain more vocabulary through Jigsaw technique where they have been required to read the material carefully and pay attention to each word before really summarize the whole meaning. Does not rule out the possibility there will be some unknown words that the students might find through reading the material which can improve their vocabulary mastery for sure. Students can be categorized has some improvement on their vocabulary when they do not know a certain word before and finally know the definition indicated that their collection of vocabulary is escalating. Related to the

previous statement above, the more vocabulary the students have, the better understanding they have too.

      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.

      Having a critical thinking means they can analyse each information that they get by looking for it from as many sources as possible, seeing from a different perspectives, questioning every information and trying to really relate it with the context of discussion before finally agree on that matter. When the students being a part of the group discussion in Jigsaw activity, they will face a lot of ideas,

information, opinion or statement where they are required to be able to analyse each information that they get and filter it which one is in line with the material. In order to do so, students' critical thinking is needed the most. They have to be really critics in analysing things especially when it comes to comprehend the text. Students can be categorized as having an improvement on their critical thinking when they can really analyse each information they get and come up with their own conclusion without changing the core of it.

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.

Teamwork in here means an action that being done by several students within a group in order to achieve a success of learning together. Teamwork in Jigsaw is

very important because on this activity the students are dividing into several groups and they are depending on each other in order to achieve the same understanding toward the material and to fulfill the task that being given by the lecturer. Each member of the group has the same responsibility in order to achieve the goals by contributing fully within the group discussion. Contributing in terms of sharing each information that they get from the text to other peers, discuss it further and give each other suggestions or feedback when they find some miss-leading or miss-information within their group. It can be said that their teamwork is improving when every member of the group give the same effort as others. When they can communicate and perform better within the discussion it also means their teamwork is improving.

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

The next finding is about the challenges that the students' faced during the implementation of Jigsaw Technique in the classroom activity. It can be inferred from the interview that the students have found several challenges, and they are as follow:

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.

As been known, for each meeting, there will be a different topic that will be discussed by the students within their Jigsaw discussion which means every meeting has its own difficulty level of material. Some topic might be easy to follow in terms of familiarity for the students and some others might be not. The material can be said as difficult when the students do not have basic knowledge relate to it that make it hard to understand it. When the material using too complicated words within the text which the students never expose to that before also be the factor students found it hard to understand. When the students were familiar with the topic, it can make them easier to understand it because they might have a basic knowledge about it first. So they can just try to relate each information from the text with their previous knowledge as a whole unit. However, according to the conducted interview, the material that been given by the lecturer was sometimes too complicated to be understood by the students which leads to the laziness to read the material.

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). When there are too many steps in one activity, it will consider as too complicated activity because it can make the students confusing which part that should be done first. However, it is known that there are several steps within Jigsaw Technique and this why the students' said it too complicated. The steps in Jigsaw are too much and make it too complicated yet confusing to be followed, which makes the students become less interesting in participating during the classroom activity. When the students do not have any interest toward the classroom activity, the goal of the teaching cannot be achieved efficiently nor their learning achievement.

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.

This difficulty in understanding the unfamiliar words leads them to unable in understanding the text as a whole or even lead them to misunderstanding in comprehending the text during their Jigsaw activity. When the students cannot understand the material or having misunderstanding toward it will affect their learning achievement. The students can be categorized as having difficulty in understanding the unfamiliar words when they do not know the translation of that words or even mistaken in translating it. This problem can occur because the students

might not have seen or heard that word before. So when they do not know the words, they cannot really comprehend the text.

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.

It can be said that the grouping is sometimes not balance because there were one group that consist of the "smartest students" only while the other groups consist of the "less smart" members only. The smartest students are those who were consider having the advance skill and above average achievement while the less smart are the students who have average achievement and intermediate ability. When the group is

unfairly divided, it can affect the students' performance during the Jigsaw activity. The students might felt insecure because they think their group is less good than the other group which cause the passive group. The group that consist of the "smartest members" can be more dominant during the discussion which makes the "less smart members" felt overshadowed and have less participation.

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

As been known that in order to run the Jigsaw Technique, the lecturer has to put the students into several groups. The first grouping called as the expert groups where it consist of the students with the same number of material where they have to discuss their part together within this discussion. Sometimes, within the group discussion, whether in Jigsaw or expert group, there were a member that do not give

any contribution within the discussion. The students that do not give any contribution called as the free riders where they were neglecting their contribution toward the discussion and only relying on other members of the group to do the discussion and task without even trying to give their effort first. Of course the other students will feel unfair and objectionable because they have to do it alone when it should be done together.

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.

As mentioned previously, the lecturer has to divide the students into several groups and distribute each part of the material to each group to be read and discussed further. There will be a discussion within the expert group first, then the jigsaw group which of course takes much time during those activities above. Sometimes, the time is not divided equally too. The grouping was wasting much time while the time for the discussion is less than what the students needed. When the time is not spread equally, especially for the discussion part, there might be some information that not been shared properly. When there is any information that not been informed appropriately, for sure it will affect students' understanding toward the material as well.

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.

Various perspectives itself means that there are many opinions or ideas among the students within Jigsaw discussion. When there are too many opinions, it can make the students confusing in analyzing and relating it to the material that being discussed. Some students in the group might think that their opinion is already relatable to the material, but maybe the others think the other way around. This unmatched opinion within a group can cause problems, like unachieved agreement on the material, unappropriated yet unreliable explained material.

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

Based on the collected data, it can be seen that there are several strategies used by the students to encounter their obstacles during the implementation of Jigsaw Technique in the classroom activity. The strategies are as follow:

Reading and Explaining Repetitively. 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.

Sometimes, during the Jigsaw discussion, there will be some miss-understanding among the group members. In order to prevent or solve that problem the students will try to re-read and re-explain the material several times to make sure that the information that has been explained is clear enough to be understood and to avoid the miss-understanding within his/her self and within their group as well. This repeating action is also known as drilling technique. It is possible to combine two technique within one activity in order to achieve the teaching and learning goals. In this case, they were combining Jigsaw Technique and the Drilling one.

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.

As have been known, the time for each meeting for Jigsaw activity is limited and also divided improperly. In order to make the time given by the lecturer to read more efficiently, the students' prefer to read the material beforehand so that they can just read it in brief at the classroom. Even though they might not familiar with the material before, they will keep trying to read and comprehend it on their own so that they just have to re-read during class or ask for confirmation from others, like the lecturers or friends. They prefer that way so that at least they have a little knowledge about the material before the class start rather than have to go to class without knowing anything at all. It is also beneficial for them to not too rush in learning the material reading. Rather than have to read in the last minute, they choose to read it days before so that they have more plenty of time to learn and understand the material.

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.

For the free riders who do not give any contribution during the Jigsaw discussion and only depending on others works and explanation without even trying to do it on their own, the active students prefer to just report it to the lecturer and let the lecturer take further action to solve that problem. Rather than having to rebuke them directly, between friend and friend, they believe that by reporting to the lecturers, who have more right to punish the students who do not give any participation toward the classroom activity, can make the free riders have more deterrent effect and pay attention more so that they will not doing that again later on.

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. Each one of the tools have its own benefits, like for the electronic translation can really help the students in defining some words because it is easier to be accessed at any time without the internet connection. This device is also easier to be brought everywhere without concerning about the weight and size because it is not too heavy or too big so that it can perfectly fit in students' bag or even pocket. While for the printed dictionary, they can use it easily access it because the lecturer will not prohibit it at class. It is in line with Wallacea (1992) statement that saying the teacher should encourage the students to use dictionary to search for the definition of certain words that they do not familiar with. Even though the dictionary seems too heavy to be brought, but the students feel that the translation is more effective and prominent. Lastly, for the Google Translate, the students will use it whenever they have internet connection because through it they can translate not only words, but also sentences so they find it more useful to be used.

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.

The students chose to write down the important information to make it easier for them to understand the material during their Jigsaw discussion. By writing the important points, they can easily understand the material by making it based on their own words. It just like they were summarizing the material based on their understanding. This notes later can also be used by them to explain to other members during the discussion.

No.	Benefits	Challenges	Strategies
1.	Improving Students' Motivation	Higher Difficulty Level of Materials	Reading and explaining repetitively
2.	Improvement on Students' Reading Habit	Too complicated	Reading the material beforehand
3.	Widening Students' Understanding	Understanding the Unfamiliar Vocabularies	Asking for help from others
4.	Understanding the Text Better	Unequal grouping system	Reporting to the lecturers for the free riders

5.	Improving Students' Vocabulary Mastery	Free riders	Using translation tools
6.	Improving Students' Critical Thinking	Time management	Taking notes
7.	Improving Students' Teamwork	Various perspectives	

Figure 4: Table of Benefits, Challenges and Strategies