

TECHNOLOGY-ASSISTED JIGSAW READING TO EXPLORE LEARNING AUTONOMY AMONG VOCATIONAL HIGH SCHOOL STUDENTS

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ABSTRACT

The utilization of ICT as a learning resource in EFL classrooms is a good teaching decision in the contemporary era. The integration of ICT into language teaching in the classroom aims to help students receive high-quality English learning. And some previous studies say that ICT can be applied in teaching reading. However, in EFL classrooms, teachers face many challenges when teaching reading. The challenges were found that are concerned with learning strategy. Thus, the jigsaw learning strategy presents to provide students with a solid reading foundation while teaching. This study aims to seek out the implementation of technology-assisted jigsaw reading to teach reading and the students' problems in learning reading autonomy in the EFL classroom. The research used the qualitative method by applying observation and interview as the instruments. This research involved 28 eleventh grade students of SMK Alyumni boarding school in Ciranjang. The research shows that the jigsaw reading forms students' seriousness to studying their particular subtopic, encourages them to become teachers either for their self-learning or their friends and creates students' learning autonomy. However, some students faced some problems in the practice, they are; the content of the material could not be understood because it used English, their slowness in understanding the learning material, could not understand all vocabularies in the reading text and could not convey the material to be discussed in the expert groups due to the lack of English language skill.

Keywords: ICT trends, jigsaw reading, and learning autonomy.

INTRODUCTION

Since the advent of the Internet, the educational sector has undergone tremendous change. New technologies are already present in schools at various stages and are assisting in many ways to improve the learning and teaching processes. Technology has also started to alter the roles of teachers and students. In a traditional classroom, the teacher is the major source of information, while students passively receive it. This paradigm of the teacher as the sage on the stage has long been in education and is still prevalent today. However, as technology has increased access to information and educational opportunities, it can be seen that the teacher's position has evolved to that of a guide on the side in many classrooms today, as students take greater responsibility for their own learning and use technology to obtain pertinent knowledge. Thus, right now, schools and higher educations around the country are redesigning classroom environments to support this new form of teaching, encourage greater interaction and small group work, and leverage technology as an enabler.

The trend of using *Information and Communication Technology* (ICT) can assist and improve education in a variety of ways (Gupta & Pathania, 2021), from making it simpler for teachers to develop lesson plans to providing new pathways for individual and group learning. Batubara (2021) wrote that technology development and the advent of the internet have revolutionized language pedagogy, particularly in EFL classrooms. Teaching students who were born digital natives necessitates EFL teachers to integrate ICT into language teaching and integrating technology in the classroom aims to help students receive high-quality English learning.

The utilization of ICT as a learning resource in EFL classrooms is a good teaching decision in the contemporary era (Junaidi, Hamuddin, Simangunsong, Rahman, & Derin, 2020). And through the development of technology, the EFL classroom has undergone a significant alteration within the context of English language teaching and learning (Batubara, 2021). The use of ICT in the classroom can make learning activities more active. And students are interested in involving themselves to participate in learning activities. Not only that, the utilization of instructional technology and ICT can enhance and optimize students' language acquisition, significantly motivate them to continue learning, and spark their enthusiasm and creativity.

In learning English, students must master four language skills, and reading is one of the four English language skills. Reading is a crucial thing that should be mastered by EFL students particularly at the higher education level (Novitasari, Rahayu, Suryanto, 2021; Anindita, 2020). In an EFL class, reading is one of the most important academic skills because it allows students to learn new information about the subject and make interpretations based on different perspective and it aids learners in developing their language skills or learning more about the subject (Novitasari, Rahayu, Suryanto, 2021). In addition, reading is a crucial component of learning a language since it aids in the development of other important abilities like grammar, vocabulary, and writing. Reading gives language learners the chance to delve into the topics and stories that interest them. Thus, reading is one of the most effective things that learners may perform every day to enhance their English.

Reading activities in EFL settings introduce language learners to a diversity of words and sentence patterns in the target language. This type of exposure is necessary for students' language development (Aisyiyah & Hakim, 2020). Babayan (2019) confirmed that reading helps students become fluent in all elements of the English language. Therefore, the teachers' roles are needed in encouraging students to improve their reading skills because teachers serve as role models for them, and their actions speak louder than words (Shah, Mahmood, & Ishaq, 2020).

Reading has also been connected to learning autonomy (Teng, 2018; Takahashi & Umino, 2020). In learning autonomy, every student has the freedom to select what to read, where and how to begin reading, and when to start and stop it. Learner autonomy is students' ability and willingness to make decisions on their own learning (Stevani & Ginting, 2022). According to Fidyati, Idaryani, Suryani, Fhonna, & Marina (2021) learner autonomy as the capacity for students to be in charge of their own learning. Learners' autonomy is always driven to study and enhance their language skills because they facilitate more effective and profitable learning than other learners who rely simply on language teachers' instructions (Aisyiyah & Hakim, 2020). Chiefly, the paradigm for teaching English as a foreign language in the twenty first century has shifted from one that is teacher-centered to one that is student-centered, requiring students to be active participants in their own learning. And the major goal of pedagogical decisions is to create people who can engage in lifelong learning based on their capacity for taking charge of any situation and overcoming any obstacles (Begum, 2019). Accordingly, the students-centered approach can be conducted by learning autonomy which is regarded as crucial for language learners.

However, in the EFL classroom, teachers have a variety of challenges when teaching reading. As Namaziandost, Gilakjani, & Hidayatullah (2020) stated that reading remains a major challenge for many students who are learning English as a second language. It is because there is still a significant lack of reading enthusiasm among EFL students (Anindita, 2020) and it is among the developed skills in the Indonesian environment (Pasaribu, 2020). Research findings from Andreas (2018) found that reading interest among Indonesian EFL students is at level 1, it is indicated that they get a low proficiency level. In truth, it is very essential for students to have a motivation to read (Anindita, 2020).

The challenges were found that are concerned with learning strategy (Yuhananik, 2018). Teachers are expected to provide students with a solid reading foundation while teaching reading. To that purpose, teachers must design learning and teaching activities that are appropriate for students' needs and interests. Appropriate strategies that give fascinating activities enable students to be active and recognize the need that they are expected to have. Further, he explained that the teachers should also be able to present a teaching model or teaching strategy that encourages students to be more active and motivated in reading class. In this context, reading class should ideally be filled with stimulating and challenging topics for being discussed. It can be done by talking, listening, explaining, and thinking with others while they are learning. Students are frequently able to express ideas to one another in an informal language that their friends may easily understand (Nurrina, Helmie, & Halimah, 2018). All students have the opportunity to participate actively and meaningfully in this learning environment. Each student contributes kinds of skills to bring to group work.

In this manner, the researcher analyzes the jigsaw model of cooperative learning strategy as a model for teaching reading class. It is believed that this strategy offers extra opportunity to overcome the students' reading challenges in the EFL classroom (Yuhananik, 2018). Akkuş & Doymuş (2022) also believed that cooperative learning has many learning strategies to encourage active learning. According to research, the cooperative learning paradigm helps students improve their own scientific knowledge and thinking skills through small-group discussions (Dewi, Erna, Martini, Haris, & Kundera, 2021) because students in cooperative groups are engaged learners who take responsibility for studying, collaborating, and sharing knowledge with one another (Akkuş & Doymuş, 2022).

Cooperative learning, according to Johnson and Johnson (1989), is a teaching strategy in which small groups of students with a variety of abilities employ various learning activities to increase their understanding of a subject. Cooperative learning is a type of instruction where groups of students work and study together to accomplish a goal (Johnson & Johnson, 1994). So, by employing cooperative learning, students have more opportunities to practice English cooperatively in order to learn more successfully from their teachers and peers (Namaziandost, Gilakjani, & Hidayatullah, 2020). There are many kinds of cooperative learning strategies that are used to teach reading skills. A widely used one is the jigsaw strategy.

Jigsaw is a cooperative learning strategy in which each student in a 'home' group focuses on one part of a topic. After mastering their own topic, they meet with members of other groups who have been assigned the same material but on a different specific topic, and once they have discussed their different one topic and mastered it, they return to their 'home' group and teach it to their group members. In the jigsaw learning strategy, there are origin groups and expert groups. The original group is the first group of students, and it is made up of however many members of the expert group are formed in terms of diversity and background (Helmie, 2015). While the expert group is a group of students made up of members of other groups (of origin) who are tasked with exploring specific topics and explaining them to members of the original group (Halimah, Purba,

Rachmijati, 2019). Dwiniasih & Nugraha (2019) revealed that by adopting jigsaw activities used in reading instruction to promote active learning among students, students in each group choose selected texts from their teacher, and each student receives one of the texts; subsequently, they discover other students who receive similar subjects. They read the article together, create a summary, and make a brief oral presentation. Finally, following a long discussion in the 'expert group', students return to their group (home group) and take turns presenting the key points of their article to the other students in their group.

Jigsaw is definitely a nice place for students to express their opinions about the topic (Dwiniasih & Nugraha, 2019). It is claimed that teachers have found that weaker students act well in heterogeneous groups than they do in homogeneous groups. Because before students can generate or express their ideas effectively, they must be capable of understanding the text thoroughly by reading. Thus, in jigsaw, it comprises of a regular instructional cycle of activities such as reading, grouping, regrouping, expert group discussion, team reporting, testing, and lastly team recognition (Namaziandost, Neisi, & Nasri, 2019) which create fun activities of collaborative learning where are able to draw students' interests to contribute in learning activities.

By adopting a jigsaw in learning reading activity, it is believed that students as the learning centered. They learn by themselves about a particular topic that should be mastered. So, through this way, it can create them to be autonomous language learners. As language learners' autonomy who are responsible for their learning, they will need a lot of resources to help them understanding the material. Thus, ICT can be utilized by them to support their learning autonomy to search various resources they need. By combining ICT, jigsaw learning strategy, and learning autonomy have completed each other to reach students learning reading in a great way and resolve various challenges among them.

There are some previous research related to this topic. Such as from Ayu, Rianti & Asilestari (2021), they found that the students' reading abilities were enhanced by using the jigsaw technique. As a result of this strategy, the students were satisfied and delighted in reading classroom. They love to have discussion with their friends. And then, by having discussions in groups, they were capable of understanding reading texts more deeply than before. The study by Wahyuni, Mujiyanto, Rukmini, & Fitriati (2018) revealed that in EFL pedagogical implications, teachers should improve their technology literacy in order to better enable learners for instructional objectives. Next, teachers should give students greater opportunity to use technology for learning both inside and outside of the classroom. Teachers should encourage students' autonomous learning by utilizing a variety of technology and other new teaching and learning methods, strategies, and media. Further, Shi & Han (2019) found that group work improves students' learning attitude, enthusiasm, and motivation. It also demonstrates that students' language abilities and awareness of utilizing learning resources improve. Not only that, if the learning strategy of jigsaw and educational game are combined, the students had enjoyable learning activities and their understanding increased (Suspartiana, 2022).

Based on the previous arguments, the researcher is intended this study to explore the implementation of technology-assisted jigsaw reading to teach reading to vocational high school students and the problems that students face in learning reading autonomy in EFL classroom.

METHOD

This section provides the information about conducting the research. It consists of research design, participants, research site, data collection, and data analysis. Qualitative research is multi-method oriented and includes an interpretive and naturalistic approach to its subject. Qualitative research is the study of things which focus on the natural environment and try to understand or interpret

phenomena in terms of the meaning that people give them. It involves the careful use and collection of a variety of experiential materials such as experiential experiences, introspection, and life stories (Dengin & Lincoln, 2005). According to several eminent qualitative researchers (Creswell 2002; Pope & Mays 1995; Denzin & Lincoln, 1994), qualitative research aims to deeply explore, understand and interpret social phenomena in the natural environment. Using qualitative research methodologies, researchers hope to gather richer information and develop a more detailed picture of a problem, case, or event (Arora and Stoner 2009). The aims of this study are to seek out the implementation of technology-assisted jigsaw reading to teach reading to senior high school students and the problems that students face in learning reading autonomy in EFL classroom. With these specific aims, the researcher wants to describe how Jigsaw reading and the ICT are applied together in senior high school students' autonomous language learning. Accordingly, this study applied a qualitative descriptive method. This research was conducted in one of vocational high schools in Ciranjang. It is one of the unpopular schools that has not been in strategic area. However, the school has good English background which supports its students use English as a Foreign Language. The participants involved were eleventh-grade students who become the participants of this research. Students who participated in this study consisted of 28 students from one class. This research collected the data from observation and interview. Observation was conducted by observing the whole situation of jigsaw reading classroom from start to the end. The interview was implemented by interviewing 4 selected participants. The questions in the interview consisted of 5 questions with open-ended format. During the interview, the participants explained the problems they face during jigsaw reading activities in the classroom. Because the questions used open-ended format, so students were able to express the answers.

Based on the explanations above, the observation was used to answer the first research question of this research while interview was applied to answer the second research question. Once the data were collected, the researcher analyzed them. Analysis of the observation and questionnaire followed six steps, namely: (1) prepare the data for analysis, (2) read or display all the data, (3) encode the data, (4) generalize the code, (5) create a table based on the data code, and (6) interpret data code (Cresswell, 2012) in (Halimah, Nurviyani, Saepulah, Helmie, Wandawati, & Mutiah, 2022).

RESULT

The focus of this research covers two issues, the implementation and the problems that students' face in applying technology-assisted jigsaw reading to explore learning autonomy among vocational high school students.

The Implementation of Technology-Assisted Jigsaw Reading to Teach Reading to Vocational High School Students in EFL Classroom

From this part, the researcher found the implementation of technology-assisted jigsaw reading to teach reading to vocational high school students in the EFL classroom. In response to question number one, based on the observation results following the learner autonomy model, it was discovered that the teacher had applied all points of the learner autonomy model in the jigsaw reading to explore learning autonomy. In doing observation, the researcher found that the implementation of technology in jigsaw reading forms students' seriousness in studying their particular subtopic until making them understand it. It is because they have an obligation to share their subtopic to other friends in expert groups, so they realize to master it.

Secondly, it was found that the utilizing of technology in jigsaw reading activities encourages them to become teachers either for their self-learning or their friends by giving them the opportunity of developing materials which they subsequently used for teaching other students in the classroom. The last, by applying technology-assisted jigsaw reading in the classroom create students' learning autonomy. The ICT provides various resources that can be accessed by students when they need them as the resources learning related to the subtopic which is learned. In this case, it makes students independent in the learning because what they do not understand about the materials, they can go to the internet. Thus, it focuses them to dig materials by themselves, then without realizing it, the learning center has turned to students.

The Problems that Students Face in learning reading autonomy in EFL Classroom

In terms of the problems that students face in learning reading autonomy in the EFL classroom, the four respondents faced different problems as illustrated in the following excerpts.

Questions: *“Selama mengikuti kegiatan pembelajaran, hambatan apa saja yang sering dihadapi oleh anda?”*

Note: The interview questions were used by Bahasa Indonesia to make sure that all respondents understood the questions and they could explain them and used direct interview.

Subject 1	<i>Hambatan yang saya sering temui pada saat pelaksanaan belajar mandiri adalah ketika saya tidak mengerti keseluruhan isi teks karena menggunakan bahasa Inggris.</i>
Subject 2	<i>Berbagai hambatan yang sering saya temui salah satunya adalah terjadi pada kelambanan saya dalam memahami materi pembelajaran. Karena padaa saat belajar mandiri di home group, yang lain sudah selesai dan faham semua,</i>

	<i>sedangkan saya belum. Sehingga durasi belajar mandiri tidak cukup buat saya.</i>
Subject 3	<i>Hambatan yang saya temui yaitu saya tidak dapat memahami semua kosa-kata yang saya temui pada saat kegiatan membaca. Itu cukup melelahkan saya karena saya harus menterjemahkan dahulu kata tersebut baru mencoba untuk memahaminya maknanya.</i>
Subject 4	<i>Saya tidak dapat menyampaikan kembali materi pembelajaran di grup expert karena keterbatasan saya dalam menguasai bahasa Inggris</i>

In response to question number 2, subject 1 said that the problem that they faced was that the content of the material could not be understood by them because it used English. The subject 2 expressed that the problem was her/his slowness in understanding the learning material. And subject 3 said it was when she/he could not understand all vocabularies which were found in the reading activity. Meanwhile, the problem of subject 4 faced was when she/he could not convey the material to be discussed in the expert groups due to the lack of English language skill.

The teacher should spend more time creating resources for the use of technology and the jigsaw reading strategy in exploring learning autonomy. In the classroom, the teacher should also be able to manage the class by grouping the students, taking into consideration the different levels of skill among the students, and managing the time limit for each activity (Kurniawati, Komariah, Maolida, & Salsabila, 2018).

CONCLUSION

The current study has led to a number of conclusions. In the implementation of technology-assisted jigsaw reading to explore learning autonomy among senior high school students show that it forms students' seriousness to studying their particular subtopic until making them understand about it, creates students' learning autonomy, the class was more alive since the students came to the home group, learned their subtopic, did discussion with home group members, and being a representative of the home group presenter to present their understanding in expert groups, and then encourages them to become teachers either for their self-learning or their friends. However, some students faced some problems in the practice, they mentioned the content of the material could not be understood because it used English. Besides, their slowness in understanding the learning material, could not understand all vocabularies which were found in the reading text and could not convey the material to be discussed in the expert groups due to the lack of English language skill.

Overall, the writer finds this method to be enjoyable and useful for investigating student autonomy in the reading classroom, and it can be seen that students seem to enjoy the class as a whole when it is used. The reason for this is that the jigsaw method of teaching could boost everyone's motivation and interests.

There are some suggestions for those who want to apply this learning strategy by utilizing technology jigsaw reading to explore learning autonomy. The teacher should be more careful in choosing the topic to be conducted by jigsaw learning strategy. Especially when the students are still lacking in using English to communicate or lack in speaking skill. The teacher lets students explore too much in searching any material resource in understanding the topic. It is hoped that by implementing this will give more ideas both to students and the teacher in preparing learning strategies to focus on students learning-centered. Hopefully, this study will give more insight to the next researchers.

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