COLLABORATIVE LEARNING THROUGH JIGSAW LEARNING TECHNIQUE IN THE ESL READING CLASSROOM

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1.0 Introduction

Throughout the decades, traditional teaching and learning approaches have predominantly dominated the world of education through the mode of passive learning (Prashanti Eachempati; Kiran Kumar KS; Abdul Rashid Hj Ismail,2017). However, based on previous studies conducted by researchers in the area of education found that this teaching approach insignificantly reduces students' learning interest in the classroom which results in poor academic achievement (Farhan Uddin Raja and Najmonnisa,2018). Thus, with the evolution of research in the field of education,numerous teaching and learning methods have been discovered to have an impact towards students academic achievement and one of the key area in the field of education is the field of languages where previous studies have indicated that active learning such as collaborative learning in the classroom does significantly impact and promotes high academic achievement among students (Prashanti Eachempati; Kiran Kumar KS; Abdul Rashid Hj Ismail,2017). One of these instances could be found in the ESL reading classroom through a collaborative learning technique called 'jigsaw learning'.

To further elaborate, jigsaw learning technique was first introduced in the early 1970's by Elliot Aronson and is a form of cooperative learning where students' are dependent on each other in order to excel in the ESL reading classroom.In this teaching and learning approach,students are split into mixed groups to work on a given text that collates into the final outcome (Moscardó DL, Rodríguez MA & Llopis JH 2014). To add on, this teaching and learning method comprises five basic elements in order to ensure the excellence of the ESL reading classroom which are positive interdependence, promotive interaction, individual accountability, teaching and social skills and quality of group processing (Johnson et.al, 2006).These five key elements are taken originally from Johnson & Johnson (1989, 2005) cooperative learning framework which is then adapted by the researcher into collaborative learning to fit the needs of this research study.

2.0 Research Objective
1. To determine the effectiveness of the jigsaw reading method in the ESL classroom
2. To determine the influence of the jigsaw reading method towards ESL students social interaction in the ESL classroom

3.0 Research Questions

1.How does the use of jigsaw reading method affects students' English language proficiency in the skill of reading?

2.How does the use of jigsaw reading method affects ESL students' collaborative and social interaction skill in the ESL classroom?

4.0 Components Involved in a Jigsaw Reading Method

To begin with, the first element that will be discussed in this section is positive interdependence.To elaborate, positive interdependence is achieved when students' have mutual goals, division of labor, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.This simply means that each of the members of the group through the jigsaw learning technique are codependent on each other towards a given text in the reading classroom in order to excel as a group in the ESL reading classroom.

In addition, the second element that will be discussed in this section is promotive interaction. To elaborate,promotive interaction refers to important cognitive activities and interpersonal dynamics where students promote each other's learning. An example of this element includes, oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge where members of each group become personally committed to each other as well to their mutual goals through face

to face interaction. However, in the context of this study, promotive interaction is done through face to face online interaction in order to achieve the mutual goals of each group members in the ESL reading classroom.

Furthermore, the third element that will be discussed in this section is individual accountability. To elaborate, individual accountability is achieved when students' learn together but perform alone.This simply means that each member of the group is held accountable to their own tasks in order to achieve a mutual consensus towards their goals in the ESL reading classroom individually and as a whole group.

Moreover, the fourth element that will be discussed in this section is interpersonal and small group social skills.To elaborate, interpersonal and small group social skills simply refers to students taskwork (academic subject) and interpersonal and small group skills that is teamwork. Hence, in order for each member of the group to achieve a mutual consensus towards their goals they need to be able to provide effective leadership, decision-making, trust-building, communication, and conflict management in order to ensure higher learning performance and students' engagement in the ESL reading classroom.

Finally, the last element that will be discussed in this section is group processing. To elaborate, group processing simply means that students' are given time and procedures to analyze how well their learning groups are functioning and how well social skills are being employed. This simply means that group processing involves both taskwork and teamwork, with an eye to improving it on the next project.

Additionally, through these five key elements utilized in open distance e-learning ESL reading classroom collaboratively, there are numerous advantages that is discovered through this teaching and learning approach where according to Brown and Lara (2011) states that collaborative learning enhances the group shared learning goals where higher achievement and greater productivity in the ESL reading classroom is achieved alongside caring and supportive group members and a high self esteem among each of the group members through the jigsaw learning technique in the ESL classroom.Hence, this as a result boosts students interest in the ESL reading classroom and enhances their performance in the ESL reading classroom as an individual as well as a group especially when immersive learning through the use of Youtube 360 VR is placed as an intervention for this research study which would enormously help students' to be more interested and engage when learning in the ESL reading classroom as the use of immersive learning is deemed interactive for students and would in turn help them to achieve an excellent result in the ESL classroom as stated by previous study conducted by Siti Norzailama Abdul Majid,Rosnani Ismail,and Aisyah Hanum Abdul Bakar (2020) who emphasizes the importance of using interactive teaching methodology such as the Youtube VR360 videos which would help students to have a lower anxiety level which would enable them to acquire knowledge and excel in the ESL reading classroom.

5.0 Findings and Discussion

Therefore, based on previous studies conducted by researchers in the field of education,it can be concluded that the jigsaw learning technique through collaborative learning teaching approach in an open distance e-learning environment does play a significant role in enhancing students' interest in the ESL reading classroom based on the numerous advantages as depicted above.However,due to the recent outbreak of Coronavirus globally throughout the world, there has been a lack of research conducted in the field of ESL specifically in the skill of reading through open distance e-learning utilizing the jigsaw learning technique.Hence, this acts as the gap in this current study for further research to be conducted.Therefore, this study will be looking at the effectiveness of collaborative learning through jigsaw learning technique in the skill of reading and the influence of physical factors in students' learning environment through open distance e-learning in enhancing students' interest in the ESL reading classroom at tertiary level of education in Malaysia (Nurbianta and Dahlia,2018).

In addition, results based on previous study conducted on the use of the jigsaw reading method showed elements that affected the study's effectiveness.To encourage the

students' motivation and make them more engaged in the learning process, the method of presenting the contents must be changed therefore the jigsaw method is used to teach reading comprehension.

The instructor encouraged active participation from the students.Additionally, the majority of students concurred and expressed enjoyment that the jigsaw approach might inspire them and that they could see an improvement in their abilities. The findings of this study supported Piaget's hypothesis on cognitive development by demonstrating that when people cooperate in the environment, socio-cognitive conflict develops, which in turn stimulates cognitive development. In the teaching and learning process, the practice of the use of the jigsaw reading method encourages students to interact with peers or groups, allowing for experiential learning. According to Vygotsky's theory on social development, knowledge is social and is created through collaborative efforts to learn, understand, and solve problems. The jigsaw method of teaching and learning is related to the theory because social contact with group members and an adept teacher go a long way towards fostering students' competency which in the end enables students' to be proficient in the English language skill such as the skill of reading (Nurbianta and Dahlia,2018).

6.0 Conclusion

Therefore, in conclusion it can be depicted that the use of jigsaw reading technique in the ESL classroom would boost students' social skills through interaction with their peers as well as enable them to comprehend the english language reading materials in block which enables them to synthesize and make meaning out of it which eventually enables them to improve their English language proficiency in the ESL reading classroom remotely.