

# Empowering Worldwide EFL Learners' Reading Learning Dynamics in the Support of the Jigsaw Technique

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**Abstract.** The significant impediments frequently hampering globalized EFL learners from continuing their reading learning enterprises are a higher sense of competitiveness among learning community members, satiation to read plenty of challenging reading texts, and constant perturbing of encountering adverse reading learning situations. These inevitable reading learning obstructions can be better mitigated with the continuous support of the jigsaw technique wherein EFL learners willingly, supportively, and collaboratively address insistent reading learning supports to achieve more gratifying reading learning outcomes as solid teammates. This current small-scale library study is a further attempt by the researcher to exhaustively investigate the influence and crucial role of the jigsaw technique in empowering worldwide EFL reading learning dynamics. To that end, the researchers utilized a thematic analysis approach in reviewing specifically attained research results derived from 20 jigsaw techniques in reading study techniques more trustworthy, robust, and representative findings. The 20 chosen journal articles ranged from 2018 until 2022 to ascertain the validity and reliability of the reviewed research results toward existing EFL reading learning contexts. The thematically categorized research results revealed that the jigsaw technique did not solely make EFL learners more proficient but also avid readers. Therefore, it is vitally essential for worldwide second language educators to commence their daily-based reading learning activities with the endorsement of the jigsaw technique.

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## INTRODUCTION

While participating in reading learning processes, EFL learners can obtain novel knowledge, skills, and information based on the significant topics they are reading. Through continual exposure to reading learning activities, EFL learners are believed to gradually transfigure into more proficient academicians as they are trained to absorb various paramount concepts forming in their reading texts with a higher degree of critical thinking. La Viola and Zainil (2022) argue that EFL learners should continuously participate in various independent reading learning activities to transform them into more well-rounded, thoughtful, and competent readers. This underlying reading-learning principle is closely interlinked with Rachmatia. (2022) averring that by constantly engaging in a vast range of reading learning enterprises, EFL learners can significantly broaden their particular understanding of the subject-specific matters they are exploring, resulting in a more terrific escalation of their reading proficiency levels.

Of considerable importance is second language educators need to internalize a more interactive, enjoyable, positively sound, and emotionally-supportive reading learning atmosphere

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wherein EFL learners can comfortably undergo better reading experiences. This suggestive advice is congruent with the theory of meaningful reading learning instruction proposed by Al-Ahdal and Alqasham (2020) highly advocating globalized second language educators to start implementing better-facilitated and contextual reading learning activities in which EFL learners can experience true reading enjoyment. Akin to the above-mentioned reading learning requirement, the jigsaw technique appears to be quite pertinent to actualize a more meaningful and stress-free reading learning atmosphere for EFL learners. In light of this learner-oriented learning approach, EFL learners can continuously turn into more responsible, cooperative, and open-minded learning community members since they intensively depend on their reading learning outlet and other trusted learning companions. Haryudin and Argawati (2018) avow that upon activating the jigsaw learning technique through varied reading learning activities, EFL learners will become more independent, responsible, and proactive readers who no longer depend on their reading learning dynamics solely on the teachers.

On top of that, the jigsaw technique can potentially enable EFL learners to reduce the considerable knowledge gap that occurs among them. As the specific group formations in this learner-mode teaching methodology cannot be detached from distinctive learners' learning diversities, more competent EFL learners can support other struggling learning community members to gain more knowledge, skills, and information from their assigned reading texts. In the same line of argument, Silalahi (2019) affirms that with the enlightenment of the jigsaw technique, EFL learners can insistently provide more mutual learning support for other learning counterparts who are encountering taxing learning impediments, which in turn leads them to achieve more fruitful target language learning outcomes.

Furthermore, the jigsaw technique can simultaneously act as one of the major driving forces for EFL learners to become more proactive learning participants in their reading-learning enterprises. This commendable learning behavior occurs since EFL learners are intensely commissioned to establish a more solid networking and effective communication event with other learning counterparts to collaborate meaningfully with them to obtain more gratifying reading learning achievements. Ruantika et al. (2020) believe that with the presence of the jigsaw technique, EFL learners not only become more skilled readers but also socialized learning community members by which they are willing to set up a more mutual collaborative group work with their trusted learning companions to develop their existing reading learning competencies to the utmost level. Some learning procedures need to be pondered more conscientiously by second language educationalists before applying the jigsaw technique in regular reading classroom learning contexts. The first and foremost requirement concerns the group size. Second language educators need to subdivide their learners into various heterogeneous groups comprising 4-5 members to gain the optimal results of this learning approach. Smaller group sizes and distinctive learning backgrounds are preferred to elevate the meaningfulness of collaborative group discussions that each learner will conduct. Halimah and Rachmijati (2019) have likewise accentuated the critical importance for second language teachers to cluster their learners into groups of 4-5 people and ascertain their different learning backgrounds to maximize the fullest learning outcomes reaped from this learning approach.

In a similar vein, the further integration of the jigsaw technique in diverse, wide-ranging reading classroom circumstances is more likely to promote a significant degree of reading learning benefits when second language educators pay more exhaustive attention to these five pivotal elements as propounded by Darmi et al. (2021). The first crucial factor lies within a positive interdependence in which all learning community members should feel noteworthy and accountable for every learning responsibility imparted to them to collectively achieve more

satisfying learning outcomes. The above-depicted conception is tightly interwoven with Yuhananik (2018) pinpointing the most rewarding jigsaw learning experience where EFL learners strongly consolidate each other's understanding of the topical lesson by channelling effortful learning actions, resulting in more fruitful learning outcomes. The indispensability of the jigsaw technique has gained its essential role when it comes to face-to-face interactions. In this second principle, EFL learners are trained to clarify the specific procedures of resolving particular learning obstacles to other learning companions, foster others' knowledge of the significant learning topic, and justify the prior along with the current understanding they have just attained to ensure that there are substantial changes occurred in their collaborative learning enterprises. The above-explicated jigsaw technique procedures echoed Charernnit et al. (2021), who highly advocated worldwide EFL teachers to immerse their learners in jigsaw technique where they can continuously maximize others' learning capacity to the utmost potential in support of meaningful, interactive, and collaborative group discussions. The third factor affecting the successful internalization of the jigsaw technique in reading-learning enterprises is related to individual accountability. Having been exposed to the jigsaw technique, EFL learners are strongly commissioned to accomplish their group job desks responsibly and promptly to maintain the flow of an entire group learning dynamic. The aforesaid conception is strongly corroborated by Abuhamda (2020), who discovered that a vast majority of Iranian university EFL learners have exponentially improved their reading proficiency skills to more advanced levels after being exposed to the jigsaw technique in which they are intensively habituated to become more responsible learning counterparts. The fourth laudable learning behavior that can be fully attained through continual exposure to the jigsaw technique is the outstanding escalation of various interpersonal skills. These interpersonal skills include leadership, social, problem-solving, decision-making, and conflict management. Given the specific condition that EFL learners have thoroughly inculcated all these five interpersonal skills, they can progressively transfigure into more skilled and mature readers. The above-explained contentions are in agreement with the jigsaw theory adduced by Jiang and Marc (2019), expounding that with the enlightenment of the jigsaw technique, EFL learners are more prone to orchestrate a series of efficient learning strategies in harmony with the group-based decisions. As a result, they will fully undergo a more conducive-friendly reading classroom climate in which they have become more strategic readers. Lastly, the jigsaw technique can allow more rewarding trajectories for EFL learners to become more well-organized academicians. Before commencing the group discussions, the group members are held accountable for possessing adequate background knowledge concerning the upcoming learning topics they will discuss. Thus, EFL learners are encouraged to explore a wide variety of beneficial, relevant, and ample information by reading many resources. The recommendation above is in obedient with Tram (2021), instigating worldwide EFL learners to become more proactive learning initiators toward their ongoing jigsaw learning activities by discovering a wide array of pertinent information regarding the particular learning topics having been assigned to bring about more enriched, meaningful, and mutual group learning discussions.

Five previous investigations have been conducted relevant to the significant specific theme depicted in this present small-scale qualitative study. Bria and Mbato (2019) revealed that Indonesian university EFL learners infusing more robust metacognitive strategies deployment tend to ceaselessly participate in various complex reading learning activities as they know what, when, and how precisely to activate these specifically-selected reading strategies. Mbato (2019) strongly advised Indonesian university EFL teachers to nurture their learners' critical thinking skills in varied academic reading learning enterprises by forging their declarative, procedural, and conditional knowledge. In another investigation, Wijaya (2022) highly prompted Indonesian

university EFL educators to start internalizing metacognitive strategy in graduate university learners' academic reading learning dynamics wherein they can potentially transfigure into more confident, motivated, and competent readers. Wijaya (2021) strongly encouraged Indonesian university EFL educationalists to substantiate and maximize their learners' current self-efficacy level before embarking on the main reading learning activities to enable them to become life-long readers. Ultimately, Wijaya (2022) uncovered that worldwide EFL learners could experience a higher degree of reading learning enjoyment and obtain more satisfying reading learning achievements after being equipped with proper metacognitive reading strategies wherein they fine-tuned their mainly selected reading strategies in accord with the particular reading learning settings they are confronting. Although these prior investigations have explored the advantageous values of a positive psychological learning approach for the striking advancement of EFL learners' personalized reading performances, scant attention is given to the essential role of internalizing a collaborative reading learning approach epitomized by the jigsaw technique. To fill this previous research gap, the researcher aimed to profoundly investigate the critical role of activating the jigsaw technique as empowerment for improving globalized EFL learners' reading proficiency levels. Through this action, the forthcoming research results can shed enlightenment for worldwide EFL educationalists to start combining individual and collaborative reading learning approaches in their daily reading classroom vicinities to maximize the utmost reading potentials instilled by learners. Toward that end, two following research problems are put forward, namely: (1) What are the significant influences of implementing the jigsaw technique in today's EFL reading learning activities?

(2) How does the jigsaw technique empower globalized EFL learners' reading learning dynamics?

## METHOD

A library analysis approach fully endorsed this present small-scale qualitative investigation. A library analysis approach was employed in this qualitative study to generate more trustworthy, representative, and robust research results. Two significant reasons encouraged the researcher to conduct this current small-scale qualitative study. The first reason is concerned with the adaptive, flexible, and meaningful reading learning approaches that need to be activated by modern second language educationalists. With the jigsaw technique, a vast range of frequent reading learning obstructions such as satiation, demotivation, and comprehension problems can be gradually diminished as EFL learners are strongly motivated to explore their targeted reading texts with continual support from trusted learning companions. The second reason is associated with the constant cultivation of higher-order thinking skills. In reinforcement of the jigsaw technique, EFL learners do not merely read their texts with a higher level of accountability but also profound thinking by which they can invest their collaborative reading learning periods by deploying efficient reading strategies. Since the core of this library study is to profoundly investigate the particular impacts and pivotal role of integrating the jigsaw technique in EFL reading learning activities, the researcher reviewed 20 previous research results of already-published journal articles on this topic. These reviewed journal articles ranged from 2018 until 2022 to yield more contextual and up-to-date research results for the further advancement of EFL reading learning enterprises conducted nationwide. In the data analysis processes, the researcher utilized a thematic analysis by subdividing the most often appeared research results derived from those 20 published jigsaws in reading studies. Through this means, the researcher could proffer more comprehensible research results assisting globalized second language educationalists to establish more evident discernments concerning the indispensability of internalizing the jigsaw technique in presently-situated reading learning dynamics. As the previous research on the jigsaw

technique solely focused on worldwide EFL educators' knowledge, experiences, and strategies applied to ascertain the utmost maximization of this learner-oriented learning approach, this present small-scale library study would potentially yield more comprehensive research results encouraging globalized EFL reading instructors to start prioritizing the jigsaw technique as one of the accompanying strategies in their regular reading classroom environments.

## RESULT AND DISCUSSION

The profound thematic analysis unravelled that (1) the Jigsaw technique outstandingly improves EFL learners' reading proficiency and (2) the Jigsaw technique gradually turns EFL learners into more vibrant readers. More comprehensive data delineations can be discerned in the following sub-sections.

### Theme 1: Jigsaw Technique Outstandingly Improves EFL Learners' Reading Proficiency

Theme 1	Authors
The jigsaw technique outstandingly improves EFL learners' reading proficiency	Darmi et al. (2021); Ahmada (2019); Akkuş and Doymuş (2022); Ayu et al. (2021); Ginting (2022); Handayani et al. (2022); Herman et al. (2020); Mutaqin and Haryudin (2020); Namaziandost et al. (2020); Sumiati et al. (2019).

Based on theme 1 portrayed above, it is fairly stated that the jigsaw technique can outstandingly improve EFL learners' reading proficiency. In the light of collaborative learning manifested in the jigsaw technique, EFL learners can progressively transfigure into more competent readers as they acquire a wide variety of knowledge, skills, and experiences shared by other learning counterparts. Darmi et al. (2021) who strongly emphasized the crucial role of the jigsaw technique in varied EFL reading learning enterprises by those language learners could mutually foster each other's existing reading competencies through meaningful group sharing. On a similar note, the constant internalization of the jigsaw technique can simultaneously elevate their reading, social, and affective skills while collaborating with other learning counterparts. It can also be argued that with the support of the jigsaw technique, EFL learners learn to negotiate particular group responsibilities, overcome potential group conflicts, and establish more effective communication events with other retaining community members, infusing distinctive perspectives. Through these entire group learning enterprises, EFL learners will not solely become more skilled but also mature readers. The above-explicated delineations are parallel with the prior finding of Akkuş and Doymuş (2022), who unfolded that a predominant number of Turkish university EFL learners have gradually transfigured into more skillful and productive readers amidst the integration of jigsaw technique by which they heed constant endeavor to corroborate their mutual collaborative group networking to obtain more fruitful reading learning outcomes.

Of great interest is the jigsaw technique can act as a propelling force for EFL learners to transfigure into more strategic readers progressively. The primary characteristic of strategic readers is they are adept at adopting, adapting, and applying the specifically chosen meaningful reading strategies harmonious with their current reading learning situations. While working in collaborative reading learning dynamics as actualized in the jigsaw technique, these strategic readers can stipulate the most appropriate reading approaches to be further implemented through positive group discussions with other learning counterparts. The contention, as mentioned earlier, conforms with the jigsaw theory propounded by Ayu et al. (2021), highly advising Indonesian university EFL educators to start immersing their learners into the jigsaw technique before commencing the apparent reading activities to magnify their collective decision-



making and practical communication skills at the fullest potential. As a critical stance, the centrality of the jigsaw technique has gained another momentous role in reading in which EFL learners have progressively become more proactive readers, cooperative knowledge disseminators, and supportive encouragers. It is worth noting that the jigsaw technique can terrifically lessen the satiation, perturbation, and frustration feelings often experienced by EFL learners during their reading-learning participation. As a result of these successful reading learning treatments, EFL learners gradually become more motivated readers willing to explore plenty of reading texts. These arguments lend further support to the previous finding of Sumiati et al. (2019), articulating that with the continual accompaniment of the jigsaw technique, EFL learners can experience a higher degree of reading learning enjoyment wherein they are highly desirous of reading a vast number of reading texts outside the formal classroom surroundings.

#### Theme 2: Jigsaw Technique Gradually Turns EFL Learners into More Vibrant Readers

Theme 2	Authors
The jigsaw technique gradually turns EFL learners into more vibrant readers	Barbosa et al. (2020); Bijani (2021); Charernnit et al. (2021); Halimah and Rachmijati (2019); Islam (2020); Mistalina et al. (2022); Perwitasari et al. (2018); Raji (2020); Tram (2021); La Viola and Zainil (2022).

Theme 2 unveiled that the jigsaw technique can transform EFL learners into more spirited readers. These learners have thoroughly instilled persistent and resilient reading learning attributes amidst the reading complexities they face since they have already allocated equal learning responsibilities to be accomplished by all group members. By knowing their particular learning responsibilities, EFL learners infuse more explicit reading learning directions at the onset of reading learning activities. As a result, they are highly prompted to accomplish the assigned reading learning tasks, which induces more gratifying reading learning achievements as decent rewards for their group learning responsibility. The above-explained belief is consistent with the prior finding of Barbosa et al. (2020), highly advocating worldwide second language educationalists to start initiating their presently situated reading learning dynamics with the sustainable support of the jigsaw technique where EFL learners can finish their mainly imparted reading learning assignments in an orderly manner and infuse robust group learning responsibility to attain more gratifying reading learning success. Unquestionably, EFL learners are more likely and enthusiastic to be subdivided into some collaborative learning groups rather than being commissioned to learn their designated topical unit in an isolated manner. The identical preference also occurs in EFL reading learning processes where the jigsaw technique exists. EFL learners, having been exposed to this learner-oriented teaching approach, are more likely to continue dealing with a wide array of laborious reading texts since they precisely notice that insistent collaborative learning supports are constantly addressed by other proficient learning counterparts attempting their utmost efforts to help them mitigate these unpleasant reading conditions. This perspective is also in the view of Perwitasari et al. (2018), describing that the efficient means of the jigsaw technique can be fully actualized when all reading learning community members are firmly committed to provoking more psychologically sound and emotionally supportive collaborative group networking by which struggling EFL learners feel more secured and comfortable to ask adequate reading supports from skillful learning companions.

The currently conducted reading learning enterprises can potentially create adverse, unpleasant, and unfriendly literacy experiences for EFL learners. While being assigned to read

their specific texts individually, a higher sense of competitiveness can invoke less supportive and frustrating reading learning circumstances for every learning community member. In order to give a better response to this frequently-encountered reading, the jigsaw technique is suitable to be applied at the outset of diverse, wide-ranging reading learning climates by which EFL learners' reading proficiency is fully empowered through the ceaseless mutual reading learning supports imparted by other competent learning community members. Simply speaking, instead of becoming the formidable contenders for struggling readers, the jigsaw technique dramatically shifts proficient readers' roles as loyal reading learning supporters for them. This unique reading learning transformation is simultaneously confirmed by the theory of the jigsaw technique adduced by Raji (2020), confessing that the continuous immersion of the jigsaw technique arouses EFL learners' reading learning interest, motivation, and commitment in that there is a considerable shift from the competitive become supportive reading learning atmosphere where all learning community members are firmly willing to make a joint endeavor to attain more satisfying reading learning achievements as solid teammates. The jigsaw technique can be a helpful accompanying reading strategy for EFL learners undergoing anxiety-provoking and stressful reading learning enterprises due to the placement of challenging reading texts. Therefore, by implementing the jigsaw technique, EFL learners can still infuse positive perceptions toward the challenging reading learning activities they must handle. This commendable reading learning behavior occurred since more skillful and experienced readers intensively expound on the meaningful strategies to comprehend arduous reading texts and specific terminologies to understand the reading contexts better. By cultivating this collaborative sharing dynamic, more struggling EFL learners always possess strong reasons for proceeding into varied, challenging reading learning enterprises. The above-elucidated arguments are positively interlinked with the prior finding of La Viola and Zainil (2022) repudiating that when more seasoned, skilled, and proficient readers incessantly channel their energy to present more exhaustive explications toward a vast range of taxing reading texts to other struggling learning counterparts, EFL learners are more prone to transfigure into more well-rounded and life-long readers.

## CONCLUSION

In closing, the preceding thematically categorized research results review aspired second language educators all around the globe to start internalizing the jigsaw technique in their habitual reading learning enterprises so that EFL learners do not merely teach diverse fields of knowledge after exploring a vast range of reading texts but also cultivate a higher degree of collaborative skills, mainly while working with other group members infusing distinctive reading learning backgrounds. Equally important, the sustainable implementation of the jigsaw technique in various reading learning dynamics would exceptionally escalate EFL learners' reading learning desire, persistence, and resilience to more significant development by which they have been more aware of the saliency of substantiating each other's reading learning progressions to reap fruitful reading learning outcomes collectively. The promising research results in this present small-scale library study proffered more prosperous avenues for the prospective researchers to replicate the above-depicted topic to be profoundly investigated in three other primary English language skills: listening, speaking, and writing. By releasing this future research initiative, the respected values of the jigsaw technique can be extensively expanded to advance the continuous development of worldwide EFL learners' target language competencies. Contrary to these study drawbacks, the specifically reviewed research results could pave a novel way for globalized second language

educationalists to begin initiating their regular reading learning enterprises with the enlightenment of a more collaborative learning approach: the jigsaw technique.

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