



## Efl Students' Engagement in Authentic Materials-Based Online Jigsaw Reading Activity

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Article Info	Abstract
<b>Article History</b> Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-11-05	Though many previous studies have examined about authentic materials or jigsaw activity for reading classroom, it is still lack of study about integrating the authentic materials in a virtual reading classroom context. To fill this gap, this case study investigated about English as a Foreign Language (EFL) students' engagement in virtual jigsaw reading with authentic texts. Drawing data from the observation and interview of four volunteer of secondary students, it was found that the students participated and interacted with others during the activity. In addition, the students performed self regulation as they divided the duties in the group. Finally, the students showed their enjoyment and interests in the reading activity.
<b>Keywords:</b> <i>Authentic Materials; Jigsaw Reading; Students' Engagement.</i>	
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-11-05	Meskipun banyak penelitian sebelumnya telah meneliti tentang materi otentik atau aktivitas jigsaw untuk membaca di kelas, masih kurangnya studi tentang mengintegrasikan materi otentik dalam konteks kelas membaca virtual. Untuk mengisi kesenjangan ini, studi kasus ini menyelidiki tentang keterlibatan siswa Bahasa Inggris sebagai Bahasa Asing (EFL) dalam membaca jigsaw virtual dengan teks otentik. Mengambil data dari observasi dan wawancara empat relawan siswa sekolah menengah, ditemukan bahwa siswa berpartisipasi dan berinteraksi dengan orang lain selama kegiatan. Selain itu, siswa melakukan pengaturan diri saat mereka membagi tugas dalam kelompok. Akhirnya, siswa menunjukkan kesenangan dan minat mereka dalam kegiatan membaca.
<b>Kata kunci:</b> <i>Bahan Asli; Membaca Jigsaw; Keterlibatan Siswa.</i>	

### I. INTRODUCTION

Over the last nine years, most of English reading class in Indonesia use similar textbook which is not really related to students' real world (Muslaini, Kristina, & Ngadiso, 2018). Besides, Indonesian EFL students need more effort to understand English text, such as acquiring prior knowledge about the text before reading (Masduqi, Fatimah, & Subiyanto, 2021). In response to these issues, some studies have shown that authentic materials can help students improve their motivation to read (Albiladi, 2019; Assiddiq, 2019), improve their reading comprehension (Khoshbakht & Gorjian, 2017) and help students to learn the target language, such as communication in real life (Alshumaimeri & Alzyadi, 2015). Nevertheless, teachers should choose authentic reading materials that match students' needs and skill levels for best results (Al Azri & Al-Rashdi, 2014). Some research studies have revealed the benefits of using authentic reading materials in learning language. Authentic texts have significant effects on improving inter-mediate EFL learners' reading comprehension performance (Assiddiq, 2019; Khoshbakht and Gorjian, 2017; Kung, 2017). In

addition, from the research by Kung (2017), it was found that using authentic texts can affect students' reading proficiency in a positive way and strengthen students' confidence in reading English. Further-more, using authentic texts can enhance students' interest and motivation in reading (Albiladi, 2019; Assiddiq, 2019; Kung, 2017), thus it can enhance students' language skills (Albiladi, 2019). In addition, Kung (2017) found out that authentic texts can encourage students to read inde-pendently and read longer text because they are related to their daily lives and interest. Using authentic texts can also motivate students to read, upgrade the knowledge about their real life or social world, and show them how English language is used in real-life (Albiladi, 2019).

Authentic reading materials can be applied with interactive activities like jigsaw activity. In jigsaw activity, students are divided into some of groups called as jigsaw groups. Then, they should discuss about the task given. Interestingly, after they discuss the tasks, their own groups are switched that they meet the other students from the different group to share their information gained from their discussion in their previous

group. This switched group is called as expert group (Mahmud & Wong, 2021). Several previous studies have looked at the jigsaw activity and revealed its benefits for learning, especially when it comes to reading. Sumiati, Zulkaidah and Kaswan (2019) found in their study that jigsaw activity can help students improve their reading comprehension. Moreover, implementing jigsaw activity in reading can also help students achieve better reading performance, give students opportunity to help each other in constructing the comprehension, and build independent learning that they can know how to do in small groups (Namaziandost, Gilakjani, & Hidayatullah, 2020). Based on those previous research on this topic had been conducted in offline classrooms, and it is still a lack of studies about jigsaw-reading activities based on authentic material in online learning context. To fill this gap, this research focuses on how students engage in authentic material-based jigsaw reading activities in online learning.

## II. METHOD

This study applied a case study design. For gathering the data, observation and interview were conducted to identify students' engagement during the learning process. The participants involved in this study were 4 EFL senior high school students. The interview was conducted for twice through WhatsApp chats. The first interview was conducted for asking students' topic preference of reading. It was conducted before the first meeting of observation. Then, the observation was conducted during the learning process implementing jigsaw activity for reading authentic texts through a synchronous mode by using Zoom in three meetings time. The authentic texts usage were based on the students' preferences seen from their answers in the first interview. After the last meeting of observation, the second interview was conducted to explore the students' engagement in the jigsaw reading activity.

## III. RESULT AND DISCUSSION

### A. Results

Based on the observation findings, it was revealed that the students had positive behavior engagement. It was indicated by students' participation and interaction. During the meetings of learning, they enthusiastically attended in the whole targeted meetings. Besides, they took the initiation to remind their peers to join the online class. Moreover,

their participation can also be indicated by the process of choosing the topic of the text for reading activity. Supporting that, these following interview data from students prove those observation findings.

"I like topic about art".

*Vignette 01; interview, participant 1*

Student 1 said that she likes text topic about art. Meanwhile, Student 2 had different preference from Student 1.

"About military".

*Vignette 02; interview, participant 2*

Then, based on the answer, Student 2 prefers military as the text topic and it was different from the preference of Student 3.

"I think the interesting topic is about sports, especially soccer".

*Vignette 03; interview, participant 3*

Student 3 stated that he loves to read about sport, especially soccer, which this preference was distinct with Student 4 who prefers foods as the topic of texts.

"About foods".

*Vignette 04; interview, participant 4*

As those data shows, it can be inferred that the students participated indirectly in learning process when they mentioned their topic preferences for reading activities. Besides, as behavior engagement can be indicated by students' enthusiasm in asking or answering questions, these following excerpts show students' enthusiasm in question and answer session.

"I was happy with that because this session was entertaining".

*Vignette 05; interview, participant 1*

Student 1 conveyed that she was happy with question and answering session because she found it as an entertaining session. Similar answer was also said by Student 2 who said that he was enthusiast to answer the questions but he felt hard and clumsy to answer.

"Happy and actually I wanted to answer, but every time I wanted to, I was always clumsy with others and how to answer".

*Vignette 06; interview, participant 2*

Similarly, Student 3 also stated that he was enthusiast when he tried asking about the text content.

"Yes, I felt enthusiast when I tried to ask about the content of text".

*Vignette 07; interview, participant 3*

Response of Student 4 was rather similar with Student 2. She was enthusiast with the question and answer session, but she found it hard to speak in English.

"I really wanted to answer the questions, but it was hard to speak in English".

*Vignette 08; interview, participant 4*

From those excerpts, it can be inferred that they were enthusiastic with the question and answer session which was conducted in every last minute of the meeting. However, some students admitted that they put more efforts since it was hard to speak English for them. The authentic materials-based jigsaw reading can evoke their cognitive engagement. Based on the observation findings, the students helped each other both with peers from their own group and with peers from another group, for examples telling the meaning of unknown words, telling about the task should be done, and helping in problem when using Zoom. Supporting of that, these following students' answers of interview show how their work division in a group.

"In my team, the leader explained about our own text, meanwhile the member explained about text of another group".

*Vignette 09; interview, participant 1*

In group 1, Student 1 as the member of group stated that when the leader and her had been switched back in their own group, she had to explained about discussion results from another group, meanwhile her leader explained their own discussion results. Both of them did the group work together with equal part of tasks. It was rather different compared with group 2. As the member, Student 2 said that because of he was not really good in finding the answers, thus most of answers were found out by his leader and he wrote it into the assignment sheet.

"The team-work was good enough, but most of the answers were found out by my leader because he more understood than me, then I wrote the answers".

*Vignette 10; interview, participant 2*

As the leader of group 1, Student 4 shared how she divided the task with her member. During the discussion, because of they found it hard to comprehend the texts in English, thus they initiated to translate the text into Indonesian in the first before decided the answers of task.

"I asked my peer to translate the text into Indonesian..."

*Vignette 11; interview, participant 4*

As interview data shows, it can be inferred that all students participated in doing tasks. As what they said that they divide the job desks for each member, such as explaining the texts, finding the main idea and supporting idea, writing the group discussion results, and translating the texts. From those work-division, it was also inferred that the students did self-regulation as they attempted to make them easier in doing discussion and tasks. In addition, students' emotional engagement also occurred in the jigsaw reading activity using authentic texts. According to the observation findings, the students showed their enjoyment in the learning process, especially both in the discussion group and presentation with teacher. These following excerpts supporting the observation findings.

"It was very fun, because I was able to tell about my group works to another group".

*Vignette 12; interview, participant 1*

Student 1 confirmed that she enjoyed during the learning process because by implementing the jigsaw activity, she was able to share about her own group works to others. Similarly, Student 3 also stated that he enjoyed during the learning process because by switching the group member, he gained an opportunity to communicate with others.

"It was delightful because we communicated with another group".

*Vignette 13; interview, participant 3*

However, different reason was stated by Student 4 when answering why she enjoyed during the learning process. Then, she said that it was because the atmosphere of learning was fun.

"It was fun because we discussed while joked".

*Vignette 14; interview, participant 4*

Based on those answers, it shows that the students enjoyed the activity and they found the learning process was fun because of some reasons, such as they can share the discussion result with another group, thus it provided them the opportunity to communicate each other. Besides, in the discussion process the students can also have a joke to reduce anxiety in joining the class.

## B. Discussion

Implementing authentic materials-based jigsaw reading activity in online learning can engage the students in the learning process. The students attended all of the online class meetings and they were also engaged in question-answer session. Supporting these findings, Abubakar et.al. (2017) stated that students can be considered engaged behaviorally when they participate or involve in learning process which can be indicated from students' attendance and initiation in asking or answering questions. Furthermore, during the learning activity, the students showed cognitive engagement. Based on the findings of observation and interview, the students helped each other when they did the discussion and completed the tasks given. In line with that, Namaziandost, et.al. (2020) stated that by implementing jigsaw activity as the method of learning, it can provide the opportunity to students for helping each other with their peers in order to comprehend the materials. Furthermore, the students also regulate themselves by dividing their work in group in order to make it easily and efficient in doing the task. These findings are in line with the statement of Hu and Li (2017) about cognitive engagement that can be inferred from students learning process, specifically from how students strategize and regulate themselves in learning activity when doing task in order to make them easier in doing tasks or understanding the materials.

Moreover, the students' emotional engagement also occurred in the jigsaw reading activity using the authentic texts that can be seen from their enjoyment in the learning activity. According to the findings, students paid more attention when in the class and enjoyed the activity as what they told that by using authentic materials-based jigsaw activity, they can communicate with others, both with their own group or another group. This is in line with Halverson and Graham

(2019) stating that emotional engagement focuses on students' interest, curiosity, belongingness, and enjoyment that was shown by students during the learning process.

## IV. CONCLUSION AND SUGGESTION

### A. Conclusion

This study aimed to investigate about the engagement of secondary students in an authentic materials-based jigsaw activity in reading online class. From the findings and discussions, it can be concluded that the students actively engaged in the authentic materials-based jigsaw reading activity through online class as seen from their involvement or participation, their strategies and regulation in learning, and their enjoyment and interest during the learning activity.

### B. Suggestion

This related discussion is still very limited and requires input, the suggestion for the next writer is to study more deeply and comprehensively about Efl Students' Engagement in Authentic Materials-Based Online Jigsaw Reading Activity.

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