Classroom Interaction Analysis of Jigsaw Reading Technique in an English Class

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ABSTRACT

This interaction analyis study aims to find out how the interaction between teacher and students and interaction among students in the jigsaw reading technique. The research was conducted qualitatively using interaction analysis involving an English teacher and 32 junior high school students. Data collection was carried out by observing with video recordings. This study was analyzed based on the category of Foreign Language Interaction (FLINT) System developed by Moscowitz (1971). The results show that the interaction patterns occured between teacher and students in the reading jigsaw technique, are giving direction, praising or encouraging, using ideas of students, asking questions, and giving information. Meanwhile, the interaction between fellow students is applied in inter-group discussions and presentations in front of the class. Thus, this research is expected to be a reference for teachers to consider the types of teacher talk that will be applied in jigsaw reading activities to increase the activity and interest of their students during class interactions.

Key words: Classroom Interaction; FLINT System; Jigsaw Reading Technique

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INTRODUCTION

Classroom interaction is a relationship that develops between teachers and students during the teaching process in the classroom as a setting (Kiranthi, 2019). The interaction between teacher and students in English learning is important in taking and providing input that emphasizes students' activeness in obtaining the target language (Chairani, 2015). Rivers (1987, in Nisa, 2014) writes that the teacher must encourage students to use language in ways other than memorizing dialogues or practicing patterns. "Through interaction, students can increase their language retention as they listen to and read authentic linguistic material." Hanum (2017) adds that interaction in the teaching and learning process can effectively improve students' language performance and teacher teaching.

Some researchers have studied classroom interaction in various contexts over the last five years. Majid (2018) investigated how English teachers use classroom interaction to improve students' speaking skills. Dewi (2018) used FLINT to examine classroom interaction categories and discovered that teachers use all of them, with 'ask question' being the most common. Arrumaisa et al. (2019) used the FLINT system to investigate the role of teacher talk in teaching reading comprehension. Tampubolon (2019) conducted a study on teacher talk while teaching writing to EFL Vocational students using FLINT. Astutie (2020) investigated teacher and student talk types using the FLINT system. This study aims to look into the classroom interaction of the jigsaw reading learning process using the FLINT system.

Research Questions

In this case the researcher formulated the problem in these following questions:
1. How do the teacher and students interact in a jigsaw reading technique?
2. How do the students interact each other in jigsaw reading technique?

LITERATURE REVIEW

Jigsaw Technique for Reading Comprehension

Elliot Aronson, a psychologist, invented jigsaw in 1978. It is classified as a cooperative learning task because it requires students to communicate with one another to fill in missing information and integrate it with other information (Namaziandost et al, 2020). The Jigsaw technique can attract students' attention and motivation to the classroom while also encouraging learning-centered, teacher-facilitated, and interdependence communication in positive communication, all of which influence the development of reading comprehension in English (Meng, 2010; Pudtakoet, 2019). When using jigsaw, each student is assigned to a group of experts responsible for one piece of study material per day. Each student in the group then taught the other students, which encouraged cooperation, friendship, and the formation of successful groups (Dabel, 2019).

The goal of jigsaw is to encourage collaboration and to teach children to work as a team and rely on one another. Each student contributes something unique to the outcomes of their group (Dabell, 2019). According to Dabell (2019), performing jigsaw techniques consists of 10 steps:
1. The teacher organizes five or six "jigsaw groups" of students
2. The teacher selects one student from each group to serve as the group leader.
3. The teacher divides the lecture for today into five or six portions.
4. The teacher assigns each pupil one section to learn.
5. The teacher permits students to read their portions twice to become acquainted with them.
6. The teacher forms a temporary "expert group" with one student from the jigsaw group set and then joins the assigned pupils in the same portions.

7. The teacher instructs the students to rejoin their groups.
8. The teacher then asks each student to deliver the portion to the class.
9. The teacher examines each group's procedure one at a time.
10. At the end of the session, the teacher administers a quiz based on the topic to the pupils.

Foreign Language Interactiom (FLINT) System

FLINT system is used to analyze and observe instructor and student interactions in the classroom (Handayani & Umam, 2017). Moscowitz created the FLINT system (1971, as cited in Brown, 2001, p. 170). According to Brown (2001:168-169), the FLINT analysis system has several advantages, including aiding in the development of interactive methods of teaching languages by providing researchers with a taxonomy to observe teachers, establishing a framework for evaluating and improving teaching, and assisting in the regulation of the learning climate for interactive teaching.

Teacher talk is the language used by teachers to instruct students in the classroom. According to Skinner (2019), teacher discourse is an important issue in all teaching, particularly second-language teaching. Skinner (2019) also includes two common aspects of second-language courses. The first is that the language class teacher mentions are a specific form of class that has been 'doubled up' to the status of a second language due to lexical subject matter, structure, and pronunciation. However, it is a communication instrument or medium. Second, teacher talk is essential in language education because learners require opportunities to communicate in a second language to make learning more relevant. FLINT System categorizes teacher talk into seven categories that allow it to be evaluated in classroom interaction, and those categories are separated into two types of talk: indirect influence and direct influence (Astutie, 2020; Brown, 2007).

a. Indirect Influence. Students become the focal point of learning. Teachers in this setting scaffold the learning process by observing the student's interaction.

1. Deals with Feeling. Accepting, discussing, alluding to, or sharing an awareness of students' past, present, or future sentiments, the teacher can communicate in a non-threatening manner.
2. Praise or encourages. Praising, complimenting, and informing pupils what they can spark interaction. The teacher encourages students to keep going, assuring them that their solution is correct. Teachers can help and motivate pupils in various ways, including praise and encouragement.
3. Uses student ideas. Teachers can use their students' thoughts to summarize lessons and lead conversations. The teacher must revise the ideas while still recognizing them as student contributions.

4. Asks questions. The teacher can ask students questions. The goal of asking a question is to encourage pupils to express themselves.

b. Direct Influence. The teacher is the focal point of learning. This is usually due to a lack of student participation, which makes teachers more proactive. The teacher should speak up more and take the lead in-class activities.

5. Giving Information. Teachers must be able to present students with knowledge, facts, personal opinions, or thoughts on various learning topics.
6. Give Directions. The teacher should issue directions, requests, or orders that students are expected to follow, direct various exercises, and facilitate the whole class and small group activities during the learning process. Furthermore, teachers must direct pupils so that they have ideas for expressing themselves on specific issues.
7. Criticizes Student Behavior. Teachers must know how to connect with and chastise kids who are having trouble.

When students express words or sentences that transmit their thoughts and assessments during the teaching-learning process, this is referred to as student talk (Kiranthi, 2019). Moskowitz (1971, in Hikmah 2019) separates the classroom language teaching and learning process into two groups based on the students' speech. (1)Student response, specific: responding to the teacher from a specific and limited range of available or previously practiced answers. Drills, dictation, and reading aloud. (2) Open-ended or student-initiated student response: Responding to the teacher with students' ideas, views, responses, and feelings. Giving one of many previously practiced answers from which pupils must now make a pick.

Previous Related Study

There has been various research on classroom interaction. Anugerah (2018) investigates the interaction of teachers and students at an Islamic Senior High School using Foreign Language Interaction (FLINT) Analysis. The findings revealed that two languages were used, Indonesian and English, with English being the most commonly used. Praise and encouragement are used more than criticism of student behavior in teacher discussions. The category of asking questions dominates teacher discussion rather than student conversation, yet when the teacher addressed the questions to the students, the students responded well by speaking eagerly.

Villy (2018) used FLINT in high school speaking classes to study the characteristics of teacher talk. According to the data, eleven categories of teacher speak were utilized in the class, and the most prevalent question category was used by up to 40.2% of the students. Furthermore, the major category of tech talk was employed to encourage students to be more engaged because the teacher allows students to express their thoughts and practice their speaking skills.

The last, Arrumaisa et al. (2019) investigate the role of teacher discussion in teaching reading comprehension. The FLINT system is used for data analysis and identification. According to the data obtained, the entire teacher talk categories in this study were dealing with feelings, praising and encouraging, using ideas of students, repeating students verbatim, asking questions, giving information, correcting without rejection, giving directions, criticizing student behavior, and student response.

METHOD

Design and Samples

This study was designed using interaction analysis, namely investigating patterns of interaction that occur in the classroom using several forms of coding systems (McKay, 2006, p. 89). Researchers observed teacher and student interactions during the teaching and learning process using Moskowitz's Foreign Language Interaction (FLINT) System (1971).

Instrument and Procedure

This study was carried out at a junior high school in Karawang. The researcher employed purposive sampling to pick participants based on the teacher's assessment of the school. Using the jigsaw technique, the researcher observed the interaction between a teacher and 32 pupils in a reading lesson.

Data collection Technique

1. Observation

Video recordings were used to document every interaction between the teacher and students in the classroom while using the Jigsaw technique in the reading session. The researcher videotaped the classroom interaction for one meeting in 60 minutes and acted as a non-participant observer during the observation process. The researcher solely documented interactions and observations during the teaching and learning process. Furthermore, the researcher took some notes while witnessing class interactions.

2. Video Transcription

The researcher examined video transcriptions of the teacher-student interaction process in this study's jigsaw reading technique activity. The film was created during one in-class meeting period, including jigsaw reading instruction, class discussions, and student presentations. In addition, when assessing the video transcription, the researcher used the FLINT (Foreign Language Interaction)

analysis methodology, which is based on Moskowitz (1971), as cited in Brown (2010:170).

Data Analysis

The data analysis technique employed in this investigation was Moscowitz's Foreign Language Interaction (FLINT) System (1971). The task is carried out by looking at the calculations in the categories to describe what the teacher and students said in class.

1. Transcription of spoken data
The researcher transcribes the data from the video footage into written form at this stage.

2. Data reduction
The transcribed data was chosen by the researcher based on the FLINT category.

3. Data classification
The researcher coded each data set to make the process of re-checking the data easier. Using the FLINT system, researchers classify data to answer research questions.

4. Drawing conclusions from the response
Based on the data, the researcher describes instructor conversation using Foreign Language Interaction (FLINT) System.

RESULT AND DISCUSSION

Research Findings

The teacher divided the students into five groups when using the jigsaw technique. Each group was given a different dialogue and instructed to identify and rewrite sentences from the conversation that fall into the agreement or disagreement category. Each group has a leader responsible for relaying information from the expert group to the other group members. Finally, each group representative was requested to report the results of each group's conversation in front of the class.

In the main activity of the jigsaw technique, students worked in groups to discuss and collaborate on finishing the task and exchange their perspectives. The analysis results, which used the FLINT approach and separated teacher talk into seven categories and student discussion into two, demonstrate that each teacher and student uses each category to interact in class.

a) **Interaction between a teacher and a student in a Jigsaw Reading Technique**

1. The teacher divides the class into five or six "jigsaw" groups.

The teacher instructs students to form groups in the first stage of using the jigsaw approach. This activity method is classified as delivering directions in FLINT, where the teacher acts by giving directions, requests, or demands that pupils are supposed to obey. Students will comprehend what they must accomplish in learning activities as a result.

> Extract 1
> T : Today we will work in group. I devide you to four or five group. Kemarin itu grupnya dibagi jadi 5 kelompok ya?
> Ss : Iya Miss.
> Ss : ada yang 6 juga Miss.
> T : Kita akan menganalisis sebuah percakapan. Nanti setiap kelompok, every group has different conversation.
> Ss : Different conversation.

Following this dialogue, the teacher instructs the pupils on how to complete the task in the jigsaw reading technique activity. The teacher instructs them to form five groups of five to six students apiece.

2. The teacher appoints one student from each group as the group leader.

In the second step, the teacher instructs students to select one person from each group to serve as a representative. In the FLINT system, this behavior falls under the category of giving directions.

> Extract 2
> T : **Nanti setiap perwakilan dari kelompok akan berkeliling ke kelompok yang lainnya**. To knows, to understanding about the discussion. So you can more understand about the subject. Agreement and disagreement. Setiap kelompok nanti memiliki 5 sentences agreement and disagreement.
> T : Bagaimana caranya 5 sentences itu bisa bertambah di worksheet kalian nanti. After you come to another group, you will get 10 sentences for agreement maybe, and 10 for disagreement.
> T : And than you back to your group, present to your friend. Presentasikan ke temen-teman kalian apa yang sudah didapat dari kelompok lain.

During the discussion, the teacher directed students to send representatives from their groups into expert groups to exchange discussion outcomes.

3. Teacher divides today's lesson into five or six sections.

Furthermore, the teacher splits the discourse about agreement and agreement into five portions based on the number of groups, which falls under offering direction.

> Extract 2
> T   : Nanti setiap perwakilan dari kelompok akan berkeliling ke kelompok yang lainnya. To knows, to understanding about the discussion. So you can more understand about the subject. Agreement and disagreement. **Setiap kelompok nanti memiliki 5 sentences agreement and disagreement**.
> T   : Bagaimana caranya 5 sentences itu bisa bertambah di worksheet kalian nanti. After you come to another group, you will get 10 sentences for agreement maybe, and 10 for disagreement.
> T   : And than you back to your group, present to your friend. Presentasikan ke temen-temen kalian apa yang sudah didapat dari kelompok lain.

The preceding dialogue shows how the teacher separates each conversation for each group and urges them to try to raise the quantity of agreement and disagreement sentences from the expert group afterward.

4. Teacher assigns each student to learn one section.

In the giving direction category, the teacher provides students with five alternative talks and asks each group to pick words of agreement and disagreement based on these dialogues.

> Extract 2
> T   : Nanti setiap perwakilan dari kelompok akan berkeliling ke kelompok yang lainnya. To knows, to understanding about the discussion. So you can more understand about the subject. Agreement and disagreement. Setiap kelompok nanti memiliki 5 sentences agreement and disagreement.

> Extract 3
> T   : Every group will get this paper. Please read and analysis the conversation from your paper, open the book, the dialogue in page 29 and 30 about how to express agreement and disagreement.

Each group analyzes the dialogue and determines the sentences of agreement and disagreement from the conversation transcript. Directions are offered in Indonesian and English so students can better grasp them.

5. Teacher allows students time to read their sections at least twice to familiarise them with that part.

At this point, the teacher must instruct pupils to read each discussion multiple times. However, the teacher allows pupils to speak with one another to determine agreement and disagreement sentences in their group conversations.

6. Teacher creates a temporary "expert group" with the representation of one student from the jigsaw group set and then joins the assigned students in the same sections.

At this point, the teacher instructs representatives from each group to form an 'expert group' and discuss sentences of agreement and disagreement identified in each group. In the FLINT system, this conduct is still classified as delivering directions.

> Extract 4
> T   : Now, please move to another group to find out another sentences from the group. And then you write out the sentences from each group, and then come back to your group and present to your friends. Di presentasikan ke temen-temennya.
> T   : Misalnya, oh dari group A aku dapet sentence ini, yang ini dari group B dst.
> T   : Silahkan bagi perwakilan grup untuk masuk ke kelompok ahli ya.

7. Teacher asks the students to return to their groups.

In the giving direction category, the teacher offered directions for each group representative to return to their respective groups and discuss what they got in the 'expert group.'

> Extract 4
> T   : Now, please move to another group to find out another sentences from the group. **And then you write out the sentences from each group, and then come back to your group and present to your friends. Di presentasikan ke temen-temennya.**
> T   : Misalnya, oh dari group A aku dapet sentence ini, yang ini dari group B dst.
> T   : Silahkan bagi perwakilan grup untuk masuk ke kelompok ahli ya.

8. Afterward, the teacher asks each student to present the section to the group.

The teacher then asks each group to give the outcomes of their conversations and explain how many sentences of agreement and disagreement they obtained from the discussion. In the FLINT system, this activity is classified as delivering directions.

> Extract 5

T : It's time to you to present what you get from result of your discuss. Nah nanti Miss meminta setiap kelompok mempresentasikan hasil diskusinya masing-masing. How many sentences you get from the other group.

T : Who want to be the first? Siapa yang mau presentasi duluan?

Ss : Miss.. (Rise hand)

T : Okay you, silahkan.

9. Teacher observes the process of each group one at a time.

At this point, the teacher pays close attention to each group's presentation and rewards them when they finish. In the FLINT system, this conduct is classified as praising or encouraging. Teachers should begin by praising, complimenting, and admiring what their students say and do. According to the findings of the observations, there are various instances where the teacher praises students, including:

Extract 6

Ss : in this time, i will present this paper for agreement and disagreement. For agreement, there are I agree with you 100%, You're right, I guess so, exactly, I couldn't agree more and for disagreement there are no way!, disagree.

T : Okay give applause. Yeaayy..good job!

Ss : I'm Sabrinaand i will present about agreement and disagreement. For agreement, there are I just going to say that, I agree with you, that's true, you alright and for disagreement there are I couldn't agree with you.

Ss : Miss Bagaimana cara baca ini?" (menunjukkan kalimat 'not necessarily')

T : Not nece-ssarily..

Ss : Not necessarily i don't think so, absolutely not and no, i'm not sure about that.

T : Sudah? Okay, give applause.

The transcript above shows that the teacher frequently used the words 'Okay' and 'Good Job' as words of appreciation for the students' replies and performance when they ended their presentations. The teacher often invites other students to show appreciation for the pupil by applauding. Students would feel more confident participating in class since they know they are recognized and appreciated by the teacher.

10. At the end of the session, the teacher gives a quiz to the students according to the material.

To strengthen pupils' recollections, the teacher asks questions about agreement and disagreement in the last step. This activity falls under the category of using the ideas of students in the FLINT system. In this category, the teacher clarifies, applies, and interprets pupils' views. The teacher clarifies the students' answers based on observations by repeating the answers or what they said.

> Extract 7
> T   : Okay, how many sentences do you have to state agreement? Masih ingat? Do you still remember?
> T   : For agreement...
> Ss   : you're right.
> T   : You're right. Next...
> Ss   : Exactly.
> T   : Exactly.
> T   : Apalagi?
> Ss   : I don't think so.
> T   : I don't think so.

As a result of the observation above, the teacher confirms the students' answers by repeating them. The teacher encourages other students to clarify whether they believe the response is correct or incorrect. Students can then fulfill their learning objectives.

According to observations of interactions in the jigsaw technique, there are three types of instructor speech employed in the FLINT system: delivering directives, praising or encouragement, and using students' ideas. Other categories can be identified among them in addition to these three;

1) Asking Question

The teacher attempts to control student engagement in teaching and learning activities in this category. Interactions between teachers and students can be more efficient and productive by asking specific questions. Here are some of the teacher's observations and questions:

> Extract 8
> T   : What do you think about the topic of that podcast?
> T   : What do you think? Are you agree or disagree? (Talking about Wafa podcast)
> Ss   : Agree
> T   : Do you agree the good atitude is more than good looking?
> Ss   : Yes
> T   : Okay, how many sentences do you have to state agreement? Masih ingat? Do you still remember?
> T   : For agreement...
> Ss   : you're right.

> T : Apalagi?
> Ss : I don't think so.

When the teacher starts asking questions, most of the kids in this category are willing to talk. The teacher begins by inspiring the pupils and then asks questions about the content.

2) Giving Information

The following category is giving information. Teachers provide direct information to assist pupils in recognizing their errors in this category. Giving information might take the form of a definition, fact, personal view, explanation, or telling mistake.

> Extract 7
> Ss : Miss kalau kalimat ini masuknya disagreement ya?
> T : Kalimat disagreement itu menyatakan ketidak setujuan kan, nah kalau kalimat ini diartikan terdengar setuju atau tidak?
> Ss : Tidak Miss.
> T : Berarti masuknya agreement atau disagreement?
> Ss : tidak setuju, disagreement.

From the transcript above, it can be seen that the teacher explained the questions posed by students. The teacher explains by asking back questions to train students' mindsets.

b) Student-Student Interaction in a Jigsaw Reading Teachnique

Students are asked to discuss and work in groups to complete projects and exchange perspectives in reading jigsaw technique exercises. According to Dabel (2019), each student in the group then educates their group members to encourage cooperation, friendship, and group success.

> Extract 8
> Ss : Untuk yang ini kalimatnya "Yes, I have."
> Ss : Okeh, terus?
> Ss : "Yes, they have."
>
> Ss : Ini yang bagian agreement, yang berikutnya baru disagreement.
> Ss : "of course not." Itu disagreement.
> Ss : Selanjutnya "I suppose so/ I guess so"
> Ss : (menulis)
>
> Ss : Yang ini "I couldn't agree with you more."
> Ss : "not necessarily" juga

It is clear from the exchange above that students collaborate in interpreting words of agreement and disagreement in every communication they receive. Some attempt to comprehend and determine which sentences are included in the agreement and disagreement, while others report their results.

Furthermore, Moskowitz (1971) splits student talk into two categories in the FLINT system to characterize classroom language teaching and learning processes based on the students' speech (Brown, 2001; Hikmah, 2019). There are several types:

a. student response, specific

Responding to the teacher within the confines of a specified and limited range of available or already practiced answers. Drills, dictation, and reading aloud.

> Extract 9
> T   : The first step, you discuss with your friend. Materi kita hari ini tentang apa?
> Ss   : Agreement and disagreement.
> T   : Miss akan bekali kalian dengan percakapan yang berbeda. Setiap kelompok nanti akan touring? Do you know touring?
> Ss   : Berkeliling

According to the exchange above, the teacher inquired about the subject they had learned that day. Students can readily answer questions since they know what they are studying that day.

b. Student response, open-ended or student-initiated

Students' thoughts, views, responses, and feelings are expressed to the instructor. Students can react to the teacher by selecting one of many possible responses based on their comprehension. Students can also ask questions if they need clarification about the task or the subject.

> Extract 10
> Ss   : Miss kalau kalimat ini masuknya disagreement ya?
> T   : Kalimat disagreement itu menyatakan ketidak setujuan kan, nah kalau kalimat ini diartikan terdengar setuju atau tidak?
> Ss   : Tidak Miss.

The majority of teacher and student conversations in the classroom are in Indonesian. The teacher still utilizes Indonesian in parts of the explanations or commands so that students grasp the meaning of the information or directions presented. However, the instructor continues to use and encourage pupils to express themselves in English.

Based on the FLINT system analysis findings, offering instruction was the most often utilized category during the jigsaw technique activity. Following that is praise or encouragement, using ideas from students, asking questions, and giving information. The teacher directs students to form five groups to evaluate a discussion, discuss with expert groups, and present the conclusions in front of other classmates in the giving direction category. Because children require instructor supervision in their learning process, teacher direction has the greatest proportion (Brown, 2001). This is done to eliminate student confusion and uncertainty throughout the learning process. According to Handayani, Widana, and Febiyanti (2022), instructors assist the learning process and provide guidance when students face difficulties.

In the praise or encouragement category, the teacher uses reinforcement words to excite students' will, improve student self-confidence, and recognize student replies. According to Ferguson (2013, in Winanta, Rochsantiningsih, & Supriyadi, 2020), praise for students' efforts is more useful than praise for their talents or performance. Teacher and other students' praise and applause foster a positive connection between teacher and students.

Furthermore, it was discovered that the teacher employed a group work system or group discussions that stressed contact between students to make it simpler for them to learn throughout the activities of reading the jigsaw technique. Group work, according to Tahrun (2019), may assist students to promote and sustain interaction, as well as boost academic accomplishment and motivation, by encouraging students to learn from one another. Because students actively participate in group discussion activities while tackling sensitive problems in case studies supplied by the teacher at the start of the learning process, group discussions can help students strengthen their critical thinking abilities (Saputra, Joyoatmojo, Wardani & Sangka, 2019).

In the FLINT system, student discussion is classified into two types: student response, specified, and student response, open-ended or student-initiated. The detailed student response analysis findings suggest that it has become a popular category among students. In this category, students give limited answers because they only respond to the teacher's questions with certain words or sentences, for example, when the teacher asks about their material that day. Students answered 'agreement and disagreement,' or when the teacher asked what the meaning of 'touring' means, several students answered 'berkeliling.' The second type of student conversation is open-ended or started by the student. Students in this category can respond to the teacher's questions with any potential replies. Students can also take the initiative to ask questions if they are unsure of the directions given by the teacher.

CONCLUSION

According to the study's findings and discussion, the teacher-student interaction in the reading jigsaw technique works effectively. There are five kinds of teacher talk used in the learning process among the ten steps of the jigsaw technique analyzed using the FLINT system: giving direction, praising or encouraging, using ideas of students, asking questions, and giving information. When the teacher presents learning material and gives directions to students, there is an interaction between the teacher and the students. The teacher instructs students to organize five discussion groups, send one representative from each group to the expert group, and present the outcomes of the discussions in front of the class. At the same time, the most common type of student conversation was student answer, specified, followed by student response, open-ended.

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