

2. Literature Review

2.1. Background Study

In the United States of America in the late 1950s, there were concerns with fighting, discrimination, and hate crimes at public schools. New students are frequently frightened by white supremacist organisations and angry white students, which inhibits kids from feeling comfortable in their schools and impairs all their academic abilities. Students who frequently struggle to sit in the same room with one another without an incident can attest to this. Because of the widespread hostility and discrimination, the entire generation was prevented from learning, which cause problems for teachers, students, parents, communities, and nation as a whole.

(Aronson, 1971) a social psychologist was engaged to consult with a school district in Austin, Texas, on how to address the issues of hostile classrooms and student mistrust. Additionally, because of the intense competition at this time, kids in higher grades have been known to mock those in lower grades. They could also be prejudiced against people who are different from them in order to elevate their status. Aronson created a method of learning that is now known as a jigsaw learning method to solve this issue.

Students were divided into several groups when implementing this learning method so that they would have to cooperate and lessen the competitive environment. Aronson created an environment where students were more inclined to work together and showed less resistance when doing so. Aronson also created assignments that gave each group member equal importance, which made students pay attention and learn a lot from their other group members. By giving each student a small part of the bigger

picture, this will make them all valuable to the group. Since their mark depends on the performance of the other students, this method encourages students to rely on one another and lessens their tendency to be competitive with one another.

The result of this method is positive, according to a study by (Abu Hassan & Yuhanis, 2020). One of them is that this learning method can lead to the desired learning results. The student's soft skills are also improved by using this learning method. It is clear from the response of the majority of the students that they prefer learning in groups which leads them to become more open-minded and develop better communication skills. The students who are being used to learn using jigsaw learning method were interviewed by Abu Hassan & Yuhanis. The majority of students claimed to feel more at ease speaking their minds and asking silly question when they learn using this learning method.

2.2. How Jigsaw learning method works

The way jigsaw learning method works according to (Aronson, 1971) is first step is to divide the class into groups of five or six students each, with a mix of abilities, genders, and races. Each group will be appointed one student to be a leader of the group. This student will typically be the group's most mature student. The next step is for lecturers to arrange the day's session into five or six segments, with each student only being given direct access to one segment. He then gave the students some time to read their segment at least twice and get comfortable with it. They won't have to memorise the provided segment if they do it this way. Then, he will select one student from each jigsaw group to join the other students assigned to the same section to form

a temporary "expert group". This will provide the expert group of students enough time to discuss the key aspects of their segment and practise the presentations they must give to the jigsaw group. Students must then go back to their jigsaw group and request that each student present their own section to the group. It is recommended for other group members to ask questions. To illustrate, Figure 2-1 shows an example of a jigsaw group and Figure 2-2 shows an example of an expert group. The shape represents the student assigned to the jigsaw group while the colours represent a segment of a day's lesson.

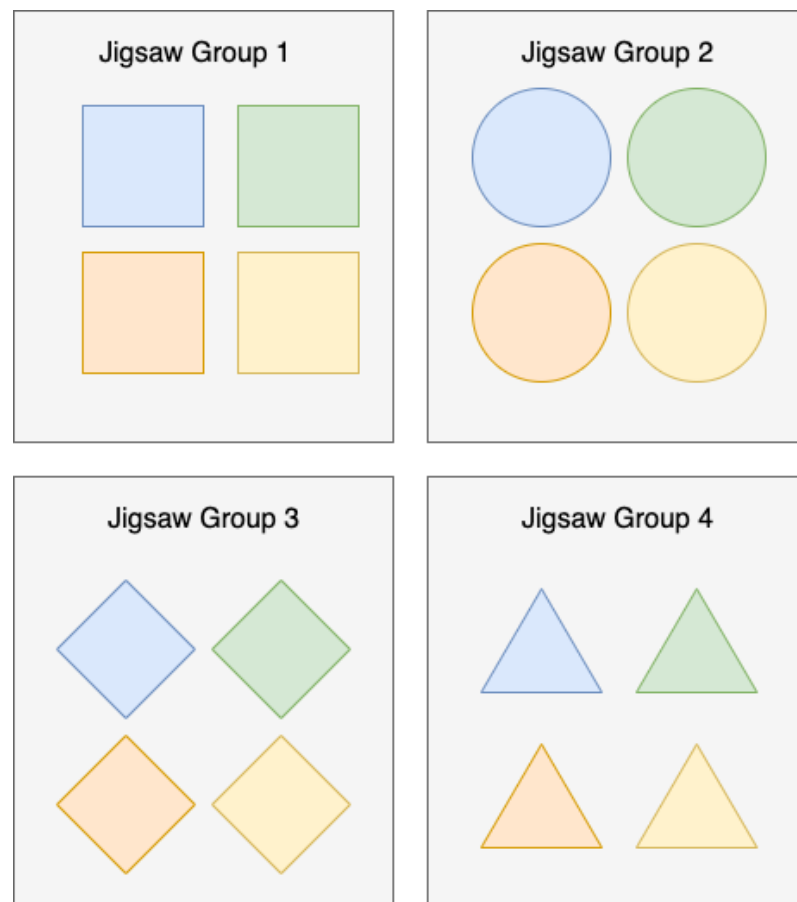


Figure 2-1: The distribution of a jigsaw group

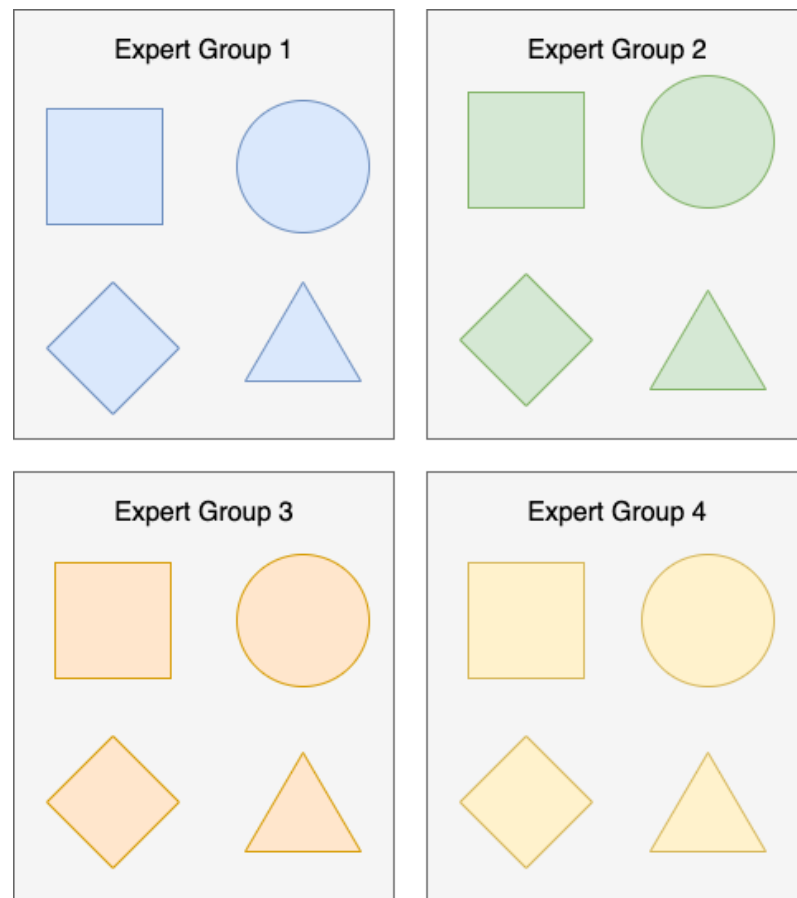


Figure 2-2: The distribution of the expert group

Make a suitable intervention if, let's say, one of the groups is experiencing problems after that. In the end, it's preferable if the group leader takes on this task. Whispering instructions on how to step in can be used to train leaders until they get the hang of it. By the end of the class, provide a quiz on the lesson from the day. Students rapidly understand that these sessions are serious activities rather than just games and fun this manner.