A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions

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Abstract

This study investigated the implementation and effects of the Jigsaw model cooperative learning strategy in teaching descriptive text writing to students at Senior High School, particularly in the post-COVID- 19 pandemic context. The research aimed to explore how teachers utilize the Jigsaw method, identify the challenges they face, and analyze how peer interactions contribute to improved descriptive writing skills. A qualitative descriptive research design was employed, utilizing observation checklists, interview guides, and document analysis for data collection. The study involved one English teacher and 33 students from class XI-G at Senior High School. Findings indicate that teachers successfully applied the Jigsaw method by forming diverse groups, providing clear instructions, and closely monitoring group discussions. Despite challenges such as managing group dynamics, encouraging passive student participation, and time constraints, observable improvements in students' writing abilities were noted. Active peer interactions, including idea sharing, collaborative efforts, and constructive criticism, significantly reinforced students' comprehension of text structures and motivated them to write better. Comprehensive assessment rubrics, evaluating grammar, substance, coherence, and structural adherence, confirmed gains in writing quality. The study concludes that the Jigsaw approach effectively fosters students' comprehension and growth in descriptive writing. Teachers plan to continue using this strategy, especially for introducing new content. The theoretical underpinnings of cooperative learning (Aronson, 1978; Johnson S Johnson, 1999, 2009) and social constructivism (Bruner, 1996) provide a robust framework for understanding how the Jigsaw model, through student cooperation, aids in overcoming challenges and enhancing descriptive writing abilities within a safe and

stimulating learning environment, ultimately improving academic performance and critical communication skills.

Keywords: Jigsaw Model; Cooperative Learning; Descriptive Text

Introduction

Significant changes have occurred in the educational scene, especially in the aftermath of international crises like the COVID-19 epidemic. A swift transition to creative teaching methods was required during this time, underscoring the importance of flexible and successful pedagogical strategies (Tadesse S Muluye, 2020). Cooperative learning techniques are among those that have continuously shown promise in raising student engagement and academic performance in a range of subject areas (Slavin, 2015). Cooperative learning encourages active engagement, critical thinking, and communication skills. It is a student-centered approach in which small groups work together to accomplish common learning objectives (Johnson S Johnson, 2009). In environments where students are learning English as a foreign language (EFL), where they frequently encounter particular difficulties in mastering all language skills, particularly writing, this collaborative setting is very helpful.

Writing is a basic ability that allows people to successfully express their ideas, feelings, and thoughts (Graham S Perin, 2007). However, writing, especially descriptive writings, can be difficult for EFL learners to master. Limited vocabulary, poor grammar, and trouble organizing their thoughts logically are common problems for students (Hadi S Rahman, 2019). A crucial part of the English curriculum, descriptive writing requires the ability to use suitable vocabulary and grammatical structures to clearly depict persons, places, or objects (Anderson S Anderson, 2010). Effective teaching interventions are desperately needed, as evidenced by the challenges that students at Senior High School have been shown to face. These challenges include a lack of comprehension of text structure, a restricted vocabulary, and problems with grammatical application. These challenges are not just linguistic; they are also cognitive and motivational, and they frequently result in a reluctance to engage in writing-related tasks (Rahman S Rahim, 2021).

A potential remedy for these enduring issues is the cooperative learning strategy. A pleasant learning atmosphere that lowers individual pressure and boosts confidence is produced by encouraging students to encourage one another, share ideas, and exchange language (Gillies, 2019). Writing exercises like Jigsaw, Think-Pair-Share, and Round Robin encourage active participation, which is essential for enhancing writing abilities (Mundelsee et al., 2021). In particular, the Jigsaw method encourages interdependence and improves collaborative learning by having students become "experts" on various aspects of a subject and then instruct their colleagues (Jainal S Shahrill, 2021). Specifically, the Jigsaw strategy promotes interdependence and enhances collaborative learning, as

explained by Aronson (1978) and further developed by Walker S Crogan (2023). There are several steps involved in this method, including the creation of Initial Group Formation (Diverse Small Groups), the segmentation of the subject, the formation of expert groups for each section, and the teaching of each segment by the experts to their original group. By working together and relying on one another, this guarantees that every group member understands the complete subject (Walker S Crogan, 2023). This method is supported by constructivist learning theory, which emphasizes that knowledge is created through social interactions (Bruner, 1996), and social interdependence theory, which emphasizes the significance of students' mutual reliance (Johnson S Johnson, 2009), both support this strategy.

Traditional educational environments were severely disrupted by the COVID-19 pandemic, which was designated a global pandemic in March 2020. As a result, remote learning became increasingly popular (WHO, 2020). Due to fewer in-person encounters, there were less opportunities to practice writing in English and get prompt feedback, which made language learning more difficult (Adnan S Anwar, 2020). As a result, students writing abilities in particular, as well as their general English ability, decreased (Lalin et al., 2024).

To assist students, regain their English writing skills and get involved in group projects again, cooperative learning strategies must be reintroduced in the classroom after the pandemic. Jigsaw-based sessions enhanced teamwork, communication, and critical thinking, according to a qualitative study conducted among Malaysian medical students (Mustapha et al., 2023). Maintaining demanding cognitive tasks like writing requires certain soft abilities and the significance of teacher expertise in modifying cooperative learning during crises (Ries et al., 2024) have also been emphasized in recent studies.

The aim of this study is to examine how the Jigsaw model cooperative learning strategy is used to teach descriptive text writing at Senior High School in the context of COVID-19. It will look into how teachers use this method, what challenges they face, and how peer interactions help students become better descriptive writers. This study sets itself apart by concentrating on the real-world challenges faced by teachers and the particular tactics used to get over them in the post-pandemic educational environment.

Research Questions:

1. How do teachers implement the Jigsaw model cooperative learning strategy in teaching descriptive text writing at Senior High School?
2. What challenges do teachers face when implementing the Jigsaw model cooperative learning strategy in teaching descriptive text writing at Senior High School?

How do peer interactions during the implementation of the Jigsaw model

cooperative learning strategy contribute to the improvement of students' descriptive writing skills at Senior High School?

Method

Research Design

In this research, a descriptive qualitative research design was employed. This methodological choice is grounded in the nature of descriptive qualitative methods, which are valued for their accuracy and thoroughness in recording and reporting factual findings. Such qualitative approaches are instrumental in gaining insights into complex processes, including the co-construction of meaning, lived experiences, cultural rituals, and oppressive practices. A qualitative descriptive study is particularly well-suited for research questions aimed at understanding poorly understood areas, rather than focusing on specific phenomena (Ayton, 2023).

Therefore, the researcher applied this descriptive qualitative research design to gain an in-depth understanding of students' experiences and perspectives in writing descriptive texts. This approach offered the necessary flexibility for data collection through methods like interviews and focus groups, which proved effective in capturing rich, detailed information. Furthermore, it allowed for an emphasis on the specific context of the post- COVID-19 educational environment, addressing the unique challenges students faced. The design was also crucial in capturing the inherent complexity of human behavior and interactions, especially within cooperative learning settings. By focusing on detailed descriptions, this methodology inherently aligned with the essence of descriptive writing itself, underscoring the importance of vivid imagery and specific details. Ultimately, this design aimed to generate insights that could inform effective teaching practices to enhance students' writing skills.

Time and Site of the Research

The researcher conducted on May, 2025 at Senior High School which was located on Pendidikan Sawakung street, Kec. Galesong Utara Kab, Takalar, South Sulawesi province. Senior High School established in 1998; it was accredited 'B' rating. Senior High School had 33 classrooms. The total number of students was 333, with 222 students in the Science (MIPA) program and 111 students in the Social Sciences (IPS) program. This school had 6 English teachers.

Subjects of the Research

The subjects of this research were one English teacher and one class consisting of 33 students. The class was class XI-G, Al-Muhshi (MIPA class). In this study, out of the six English teachers at Senior High School, only one teacher would be the subject of the research. The teacher was 33 years old, with 5 years of teaching experience.

The researcher used purposive sampling to select participants with specific

knowledge or experience related to the study. Purposive sampling technique is one of the techniques used to determine the participant by considering something (Creswell J, 2013). This method helped the researcher gather valuable insights from the English teacher and students involved in cooperative learning. By focusing on these specific individuals, the researcher could collect more relevant and meaningful data to better understand the challenges of cooperative learning strategies on writing skills.

Research Instrument

In research, the choice of instruments is crucial for collecting reliable and valid data. The instruments mentioned observation checklists, interview guides, and documents serve distinct but complementary purposes in the research process.

1. Observation checklist

This tool is used to systematically record specific behaviours or events as they occur in a natural setting. It allows researchers to quantify observations and ensures that all relevant aspects are considered. The checklist can enhance the reliability of observations by providing a structured format for data collection (Cohen et al., 2020).

2. Interview Guide

An interview guide is a framework that outlines the questions and topics to be covered during interviews. It helps ensure that the interviewer remains focused and covers all necessary areas while allowing for flexibility in responses. This instrument is particularly useful in qualitative research, where understanding participants' perspectives is essential (Kallio et al., 2016).

3. Documents

Analyzing existing documents can provide valuable context and background information relevant to the research topic. Documents may include reports, policy papers, or other written materials that can help triangulate data collected through observations and interviews (Bowen, 2021).

These instruments collectively enhance the robustness of the research by providing multiple sources of data, which can lead to more comprehensive insights. In conclusion, the combination of observation checklists, interview guides, and document analysis significantly enhances the robustness of the research. Each instrument plays a unique role in data collection, contributing to a multi-faceted understanding of the research topic. By utilizing these complementary tools, researchers can gather diverse perspectives and insights, leading to more comprehensive and reliable findings. This methodological triangulation not only strengthens the validity of the research but also provides a richer narrative that reflects the complexities of the subject matter.

Rahmi, Muhammad Tahir, Andi Anto Patak
A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies
in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions

Procedures of Data Collection

The data for this research was collected by the researcher in many ways, as follows:

1. Before doing the observation, the researcher proposed a permission letter to the headmaster of Senior High School. The researcher met the English teacher to find information about the class schedule. And then, the researcher created a checklist to note key aspects like student participation and group interactions. The researcher scheduled specific times to observe and take detailed notes during cooperative learning activities. After each session, the researcher reflected on the effectiveness of the strategies and identify patterns in student behavior. The researcher conducted multiple observations to gather comprehensive data and compare findings. The researcher organized the notes by themes and prepared to integrate them with other data sources. The next, the researcher analyzed the observational data and included the insights in the research report.

2. To collect data through interviews, the researcher first identified and selected students and teachers who provided valuable insights about cooperative learning strategies. The researcher then created a list of open- ended questions to guide the conversation. The researcher scheduled and conducted the interviews in a comfortable setting, ensuring participants felt at ease to share their experiences. During the interviews, the researcher took detailed notes or record the discussions for accuracy. In conclusion, the researcher analyzed the responses to identify common themes and insights related to the research objectives.

3. For documentation, the researcher collected relevant materials such as students' written assignments, lesson plans, and assessment results from teachers. The researcher analyzed these documents to evaluate the impact of cooperative learning strategies on students' writing skills and gathered evidence to support their research findings.

In conclusion, the data collection procedures employed in this research were comprehensive and methodical, encompassing observations, interviews, and document analysis. Each method contributed uniquely to the overall understanding of cooperative learning strategies and their impact on students' writing skills. The systematic approach ensured that a rich and diverse set of data was gathered, allowing for a thorough analysis of the research questions. By triangulating data from multiple sources, the researcher was able to enhance the validity and reliability of the findings, ultimately leading to a more nuanced understanding of the effectiveness of cooperative learning in the educational context. This multi-method approach not only strengthened the research outcomes but also provided a holistic view of the participants' experiences and the educational environment.

Techniques of Data Analysis

This research analysis used descriptive qualitative methodologies based on Miles, Huberman, and Saldana (2014), data collection, data condensation, data display, drawing and verifying conclusion, as follows:

Data collection

Data collecting favored information received throughout the study. To address the research questions, the researcher collected information by interviews, observations and documentations.

Data condensation

Selecting, focusing, simplifying, abstracting, and transforming the data found in the entire corpus of written field notes, interview transcripts, documentation, and other empirical materials was known as data condensation. Continuous data condensation took place during the course of the research. It indicated that the researcher was focusing on selecting pertinent information for the research questions.

Data display

The data displayed for this research included thematic maps to illustrate students' experiences and challenges with cooperative learning strategies, direct quotes to capture their perspectives, and table summarizing changes in descriptive writing skills based on assessments, alongside narrative summaries reflecting both students' and teachers' perceptions of the effectiveness of these strategies in enhancing writing instruction.

Drawing and verifying conclusion

Reviewing field notes taken throughout the observation and interview procedure in order to arrive at a conclusion that could be verified was the process of drawing conclusions. The information gathered from the research's findings was then condensed and evaluated in light of the researcher's goals.

Observation Checklist

The observation checklist employed in this research serves as a tool to systematically monitor exploring jigsaw model cooperative learning strategy in teaching writing descriptive text post COVID-19 pandemic. It facilitates data collection on how the exploring jigsaw model cooperative learning strategy in teaching writing descriptive text post COVID-19 pandemic, challenges that face by students in writing descriptive texts, how to overcome those challenges and how peer interactions contribute in implementation jigsaw model cooperative learning strategy in teaching writing descriptive texts. This observation adapted and modified from Reeve and Tsang (2011).

Observation Details:

Rahmi, Muhammad Tahir, Andi Anto Patak
A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies
in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions

Observer Name   : Rahmi

Date   : Wednesday, 30 May 2025

Class/Group   : XI Al-Muhshi/ XI-G

Project Title/Topic   : Jigsaw Model Cooperative Learning Strategy

No.	Jigsaw Model Cooperative Learning Strategy	Indicators	Qualifications	
			Yes	No
1.	Strategy Implementation	-The teacher applies a specific model of	✓	
		cooperative learning (e.g., Jigsaw, Think-Pair-Share, Group Investigation).		
		-The teacher clearly explains the objectives and steps of the activity to students.	✓	
		-The teacher forms heterogeneous groupsbased on students' abilities.	✓	
		-The teacher provides instructions that support collaboration and communication among students.	✓	
		-The teacher supplies relevant learning resources and media for the group activity.	✓	
		-The teacher actively monitors group activities during the learning process.	✓	
2.	Classroom	- S t u d e n t s		

	Dynamics and Peer Interaction	demonstrates active participation in group discussions.	✓	
		-Students exchange ideas and provide constructive feedback to each other.	✓	
		-There is evidence of cooperation and mutual assistance among students.	✓	
		-The teacher provides opportunities for every group member to speak and	✓	
		contribute.		
3.	Challenges and Obstacles in the Learning Process	- The teacher encounters difficulties managing groups.	✓	
		- Students show a lack of interest or passive participation.		✓
		- Communication barriers occur among students during activities.		✓
		- The teacher struggles to ensure all students follow and understand the material.		✓
		- There are issues related to time management.	✓	
4.	Evaluation and	The teacher uses		

Rahmi, Muhammad Tahir, Andi Anto Patak
A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies
in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions

	Learning Outcomes	rubrics or specific criteria to assess student work.	✓	
		Students demonstrate improvement in their descriptive writing after collaborative activities.	✓	
		-The teacher provides constructive feedback on students' writing.		✓
		- Student Participation and their work reflect successful reinforcement of collaboration skills.	✓	

Summary of Observations:

Observations at Senior High School show that cooperative learning strategies, like the Jigsaw model, effectively improve students' descriptive writing skills. Students were active, collaborated well, and shared feedback. However, challenges such as managing groups and time management affected the overall learning outcomes.

Areas for Improvement

The observations suggest several areas for improvement. Although students were generally active and engaged, some still displayed passive behaviour, indicating a need to enhance motivation and individual accountability within group activities. Additionally, while collaborative strategies improved understanding of writing concepts, they did not always significantly improve writing skills themselves, suggesting a need for complementary approaches to directly enhance writing proficiency. Furthermore, addressing challenges such as students' initial difficulties in understanding the writing process and ensuring all members contribute equally can help optimize the effectiveness of jigsaw model cooperative learning in developing descriptive writing skills. Emphasizing strategies that grow independent skill development and ensure equitable participation will strengthen overall outcomes.

Results

How do teachers implement the Jigsaw model cooperative learning strategy in teaching descriptive text writing at Senior High School?

This section aims to describe how the teacher implemented jigsaw model cooperative learning strategies in the process of teaching descriptive text writing at Senior High School. The main focus is on the application of specific jigsaw cooperative learning models and how the teacher facilitated interaction and collaboration among students during the learning activities. The evaluation is based on several indicators, such as the use of specific cooperative learning models, explanation of objectives and activity steps, formation of heterogeneous groups, provision of instructions that encourage cooperation, availability of relevant learning resources, and the teacher's active involvement in monitoring group activities.

No.	Jigsaw Model Cooperative Learning Strategy	Indicators	Qualifications	
			Yes	**No**
1.	Strategy Implementation	-The teacher applies a specific model of cooperative learning (e.g., Jigsaw, Think-Pair-Share, Group Investigation).	✓	
		-The teacher clearly explains the objectives and steps of the activity to students.	✓	
		-The teacher forms heterogeneous groups based on students' abilities.	✓	
		-The teacher provides instructions that support collaboration and communication among students.	✓	
		-The teacher supplies relevant learning resources and media for the group activity.	✓	

Rahmi, Muhammad Tahir, Andi Anto Patak
A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies
in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions

		-The teacher actively monitors group activities during the learning process.	✓	

Table 4.1 Observation checklist

Based on the Table 4.1, the teacher at Senior High School implemented cooperative learning strategies by using the Jigsaw model. The teacher clearly explained the objectives and steps of the activity to students, the teacher formed heterogeneous groups based on students' abilities, and the teacher provided instructions that support collaboration and communication among students. The teacher supplied relevant learning resources and media for the group activity. Throughout the lesson, the teacher actively monitored group activities during the learning process.

To found out deeper understanding about how teacher implemented jigsaw model cooperative learning strategies in teaching writing descriptive text at Senior High School, the researcher conducted interviews with the teacher on Friday, 15th May 2025 at 09.00-10.00 p.m. The findings of the data gathering for the research were examined by the researcher. The researcher looked at how teachers perceived the jigsaw model cooperative learning strategy for teaching descriptive text writing in this section. Perception was the process of identifying and interpreting data obtained by the senses. It also covered how one uses information to react to specific situations. The researcher in this study assessed the teacher's perceptions of the jigsaw model cooperative learning technique based on the findings of the interviews. The data was from an interviewed English teacher in the eleventh grade of Senior High School. The researcher conducted a semi-structured interview with multiple questions. The teacher was interviewed to answer the first question. Based on the result of the interviews, it was found that teacher's perceptions, as follows:

a) Implementation of jigsaw model cooperative learning strategy

This section presents the researcher's findings about how teachers at Senior High School perceived and used jigsaw cooperative learning strategies in teaching descriptive text writing. The analysis was mostly based on the teacher's answers from semi-structured interviews, which provided insight on their methodology, underlying assumptions, and particular methods.

Extract 1 (15/05/2025)

"T: Cooperative learning tidak bisa diterapkan di semua mata apa namanya? Semua skill dalam bahasa Inggris. Biasanya itu cooperative learning hanya diterapkan pada saat membutuhkan ee pemahaman materi yang lebih dalam dia untuk khusus yang kemarin ini, descriptive text, yang saya terapkan untuk

cooperative learning itu pada saat siswa bisa mengenali struktur teks sebelum mereka mulai menyusun teks."

[T: Cooperative learning can't be applied in all subjects what's the name? All skills in English. Usually, cooperative learning is only applied when it requires a deeper understanding of the material. For this particular one, descriptive text, what I applied for cooperative learning was when students could recognize the structure of the text before they started composing the text.]

The researcher investigated how the teacher's perceptions of the use of the jigsaw model cooperative learning technique based on the findings of the teacher's interview excerpt above. According to the teacher, the jigsaw model cooperative learning technique was excellent for deep knowledge but isn't appropriate for all English skill levels. Jigsaw was used to teach students the structure of descriptive texts. Students collaborated in groups, mastered a portion, and then shared it with others. Everyone would be able to write correctly and fully comprehend the structure in this way.

b) Evaluation and results

The teacher's opinions about the results and efficacy of using cooperative learning techniques to teach descriptive writing were discussed in this part. It contained information on the observed changes in the writing skills of students, the techniques for assessing these developments, and the teacher's intentions for implementing the technique going forward.

1) Improvement in students' writing skill after using jigsaw model cooperative learning strategy
   Extract 2 (15/05/2025)
   > *"T: Iya. Meskipun tidak signifikan, karena kita bisa bandingkan, tapi lumayan. Ada. Setidaknya iya, siswanya meningkat, lebih bagus tulisannya."*
   >
   > [T: Yes. Although not significant, because we can compare, but not bad. There is. At least yes, the students have improved, the writing is better.]

Based on the interview extract, the researcher made a conclusion that after using the jigsaw model cooperative learning technique, the teacher noticed an improvement in the writing skills of the students. The teacher agreed that students' writing had definitely improved, even if they noted that this development was not necessarily significant.

2) How to evaluate the effectiveness of jigsaw model cooperative learning strategy in enhancing students' writing skills
   Extract 3 (15/05/2025)
   > *"T: Ada rubrik yang digunakan untuk menilai penulisan*

> *mereka pemahamannya sampai berapa. Pemahaman mereka tentang tulisan mereka sampai apa. Ada rubriknya yang digunakan."*
>
> [T: There is a rubric that is used to assess how much their writing understands. What is their understanding of their writing. There is a rubric that is used.]

Based on the interview extract above, the researchers showed that the teacher used a particular writing criteria to assess how well the jigsaw model cooperative learning technique improved students' writing skills. According to the teacher, this rubric had specific requirements that students needed to achieve in order to show their comprehension and writing skill. The main instrument for evaluating the standard and level of understanding demonstrated in students' written work was this rubric. Writing skills after the jigsaw model cooperative learning approach had been used. The teacher agreed that students' writing had definitely improved, even if they noted that this development was not necessarily significant.

1) Planning to continue the use of this strategy in classroom
   Extract 4 (15/05/2025)

> *"T: Ya, bisa dilanjutkan lagi. Biasanya di awal bab. Jadi, pemahamannya sudah ada dengan kolaboratif learning, mereka bisa lebih paham untuk mereka selanjutnya mandiri mengerjakan secara sendiri.*
>
> [T: Yes, we can continue. Usually at the beginning of the chapter. So, the understanding is already there with collaborative learning, they can understand more for them to then independently work on their own.]

Based on the interview extract, the researcher concluded that the teacher hoped to keep using the strategy of cooperative learning based on the jigsaw model in the classroom. According to the teacher, this method was commonly used for specific material, usually at the beginning of new chapters. The goal of this strategic use was to increase students' initial comprehension so they could work independently in the following lessons.

2) How evaluated the students' writing performance
   Extract 5 (15/05/2025)

> *"T: Saya menggunakan beberapa penulisan, ada yang secara holistik, ada yang secara tersendiri, mulai dari grammar-nya seperti apa, kontennya seperti apa, korelasinya seperti apa, kemudian kesesuai-kesesuaiannya seperti apa. Apakah sesuai dengan rubrik yang telah tersendiri. Jadi, saya ambil nilainya dari situ, saya mengumpulkannya dari situ."*
>
> [T: I use some writing, some holistically, some separately,

starting from what kind of grammar, what kind of content, what kind of correlation, then what kind of conformity. Is it in accordance with the rubric that has been separated. So, I take the score from there, I collect it from there.]

Based on the interview extract, the researcher found that the teacher used a multifaceted assessment strategy to evaluate the writing skills of the students. By dividing the review into different components including grammar, content, coherence (correlation), and general conformance to a pre- established rubric, this method included both comprehensive and analytical evaluations. These thorough tests provided the teacher with the students' scores, providing an accurate assessment of their writing skills.

What challenges does teacher face in writing descriptive texts through jigsaw model cooperative learning strategies at Senior High School? In order to learn more about the specific challenges that the teacher at Senior High School was when utilizing the jigsaw cooperative learning model to teach descriptive texts, as well as the methods used to overcome these challenges, the researcher conducted an interview.

1) The main challenges in applying jigsaw model cooperative learning strategies in writing lesson

Extract 6 (15/05/2025)

"T: Secara umum, bagaimana membuat semua siswa ee sama porsi aktifnya di dalam kelas, mereka semua mau beraktivitas mau ikut terlibat langsung dalam pembelajaran kooperatifnya. Sejauh ini itu yang saya rasakan, masih menjadi tantangan tersendiri." [T: In general, how to make all students ee the same active portion in the class, they all want to move, want to be directly involved in the cooperative learning. So far that's what I feel, it's still a challenge.]

Extract 7 (15/05/2025)

"T: Menurut saya pribadi untuk menulis itu agak sulit untuk kolaboratif, tapi untuk pemahaman terkait bagaimana menulisnya aa itu bisa membantu."

[T: I personally think that writing is a bit difficult for collaborative, but for understanding related to how to write, it can help.]

Based on the interview extracts, the researcher found that the teacher at Senior High School faced two main difficulties when implementing cooperative learning techniques based on the jigsaw model for descriptive writing. First of all, as Extract 2 shows clearly, the teacher found difficult to ensure that each student participated equally and at a level of activity within each group. In order to achieve balanced and active participation from all students, it was constantly difficult to stop some from dominating while others stayed passive. Second, as shown in Extract 7, the teacher believed that the cooperative learning approach

of the jigsaw model did not immediately enhance the writing process.

However, the main challenge was identifying and applying the technique as an approach of enhancing students' fundamental comprehension of writing components (such as linguistic skills and structures). It was believed that this comprehension was a necessary for students to be able to write successfully on their own, rather than an immediate improvement in writing skills.

2) How to overcome the challenges

This section offers the teacher's perspectives on how overcame the challenges while using the jigsaw cooperative learning strategy in writing classes. The teacher used an integrated approach, emphasizing fair interactions among students and encouraging students' internal motivation.

Extract 10 (15/05/2025)

> *"T: Memberi perhatian yang sama, kelompok satu, kelompok dua dan sampai seterusnya. Jadi, kita bisa memastikan bahwa oh mereka semuanya bekerja, tidak ada yang pasif. Kemudian teman juga selalu mengingatkan yang lebih aktif ini untuk membantu yang lain yang agak pasif supaya mereka juga bisa berkontribusi dalam kelompoknya secara aktif. Jadi, tidak ada yang mendominasi."*
>
> [T: Giving equal attention, group one, group two and so on. So, we can make sure that oh they are all working, no one is passive. Then friends also always remind those who are more active to help others who are somewhat passive so that they can also contribute to their groups actively. So, no one dominates.]

Extract 11 (15/05/2025)

> *"T: Lebih dimotivasi silahkan untuk mencoba. Tidak masalah, kamu tidak bisa. Kalau tidak bisa, bisa bertanya kepada yang lain, bukan cuman kepada gurunya, tapi kepada temannya sendiri, dalam apalagi setelah mereka pada saat apa namanya, belajar secara kolaboratif. Jadi tidak hanya mencari sendiri, tapi bisa bertanya kepada yang lain."*
>
> [T: More motivated to try. No problem, you can't. If you can't, you can ask others, not only to the teacher, but to your own friends, especially after they are at the time of what is the name, learning collaboratively. So not only looking for yourself, but you can ask others.]

Based on the interview extracts, in order to overcome challenges in jigsaw model cooperative learning, specifically when it came to student participation and engagement, the researcher showed that the teacher employed a combination of methods. First, as mentioned in Extract 10, the teacher used a method of consistently and fairly observing every group while they were

having a discussion. All students were busy, and none of them were passive, due to this active supervision. In order to promote balanced contributions and keep any one student from dominating, the teacher encouraged more active children to assist their quieter friends. Students felt that the teacher's attention was divided equally, which inspired them to actively participate. This constant observation and peer support created a sense of accountability. Second, as Extract 11 shows clear, the teacher concentrated on encouraging each student to embrace the learning process without worrying about making mistakes. The teacher encouraged students to try, even if they had difficulties, and stressed that it was okay and helpful to ask questions of both the teacher and their peers (particularly following collaborative learning). By fostering a friendly environment and boosting students' self- esteem, this method encouraged them to ask for assistance and take a more
active role in their learning.
How do peer interactions during the implementation of jigsaw model cooperative learning strategies contribute to the improvement of students' descriptive writing skills?

This section presents the findings of observations made about peer interactions and classroom dynamics when teaching descriptive writing using the jigsaw cooperative learning strategy. The observation concentrated on how students interacted with one another during group projects, shared ideas, and helped one another learn. The usefulness of peer interactions in improving students' writing skills was evaluated using measurements such as active participation in group discussions, idea exchange and constructive feedback among students, cooperation and mutual assistance evident and teacher ensured speaking opportunities for all. The following table shows the results of observations as follows:

No.	Jigsaw Model Cooperative Learning Strategy	Indicators	Qualifications	
			Yes	No
2.		-Students demonstrate active participation in group discussions.	✓	
		-Students exchange ideas and provide constructive feedback to each other.	✓	

Rahmi, Muhammad Tahir, Andi Anto Patak
A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies
in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions

	Classroom Dynamics and Peer Interaction	-There is evidence of cooperation and mutual assistance among students.	✓	
		-The teacher provides opportunities for every group member to speak and contribute.	✓	

Table 4.3 Observation checklist

Based on the data from Table 4.3, it described how students' descriptive writing skills were improved by peer interactions and classroom dynamics during the Jigsaw cooperative learning strategy's adoption. The observations were centered on significant indicators of collaborative learning. High levels of collaborative peer interaction and active classroom participation were continuously seen, both of which are essential for the development of descriptive writing skills.

First, the observation shows that students demonstrated active participation in group discussions. It indicated that students actively participated in discussing their ideas, asking questions, and increasing to the group's comprehension of the subject matter rather than simply paying attention passively. Students can explore suitable language, develop to ideas for evocative descriptions, and work together to establish the framework of their writing when they actively participate in the descriptive writing process.

Second, it was observed that students exchange ideas and provide constructive feedback to each other. This indicator was especially important for improving writing. Students presented their knowledge of descriptive elements, grammar, or particular examples while working in their expert and home groups. Importantly, they also provided comments on one another's concepts or drafts, assisting colleagues in improving their descriptions, improving their word choice, and identifying areas where their writing need development. A critical eye for descriptive language can be developed through this peer-to-peer feedback loop.

Third, there was clear evidence of cooperation and mutual assistance among students. It suggested that students were actively assisting one another's learning in addition to working side by side. This could appear in descriptive writing as students offering sensory information, assisting one another in finding synonyms, or providing clarification on writing assignment directions. Students felt free to ask for and provided assistance in this collaborative learning atmosphere, which promoted a greater knowledge of descriptive writing concepts among all students.

Finally, the observation confirmed that the teacher provided opportunities for every group member to speak and contribute. No student was left behind or

dominated in the group because of the teacher's active engagement. By developing an inclusive atmosphere, the teacher ensured that every student, independent of their starting level of confidence, had the opportunity to express their thoughts, developed their descriptive language, and got feedback all of which directly support the development of each student's descriptive writing skills.

Discussion

The discussion part reveals the findings as follows: (1) How does teacher implement jigsaw model cooperative learning strategies in teaching writing descriptive text at Senior High School? (2) What challenges does teacher face in writing descriptive texts through jigsaw model cooperative learning strategies at Senior High School? And (3) How do peer interactions during the implementation of jigsaw model cooperative learning strategies contribute to the improvement of students' descriptive writing skills?

How does teacher implement jigsaw model cooperative learning strategies in teaching writing descriptive text at Senior High School?

The teachers at Senior High School employed specific cooperative learning models, such as the Jigsaw method, to facilitate teaching descriptive texts. The teachers began by clearly explaining the objectives and steps involved in the activities. They formed heterogeneous groups based on students' abilities to ensure diverse participation. During activities, teachers supplied relevant resources like pictures and example texts, and actively monitored group interactions. This structured approach allowed students to collaboratively analyse the text structure, share responsibilities, and build a deeper understanding of descriptive writing.

The teaching strategy described at Senior High School was a clear example of Cooperative Learning Theory by Johnson and Johnson (1999) because it used structured group collaboration (Jigsaw), promoted positive interdependence, individual responsibility, and active cooperation to enhance learning outcomes. The teacher's role in facilitating, guiding, and monitoring also aligned with this theory's principles.

What challenges does teacher face in writing descriptive texts through jigsaw model cooperative learning strategies at Senior High School?

Despite the positive aspects, teachers encountered several challenges. Managing student groups was a major difficulty, especially in ensuring all students participated equally. Some students tended to be passive or showed low interest, which affected the overall group performance. Additionally, teachers struggled with time management, as limited class time sometimes resulted in rushed discussions and less effective learning. Communication barriers among students and maintaining focus during group work also posed difficulties. These challenges

Rahmi, Muhammad Tahir, Andi Anto Patak
A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies
in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions

indicate that while jigsaw model cooperative learning can be effective, it requires skillful management and planning. This is in line with the theory social interdependence theory by Johnson S Johnson (2009) that aligned with the challenges faced by teachers in using the jigsaw cooperative learning model because it emphasized the importance of positive interdependence and cooperation among group members.

How do peer interactions during the implementation of jigsaw model cooperative learning strategies contribute to the improvement of students' descriptive writing skills?

Peer interactions played a crucial role in enhancing students' writing skills. During group activities, students discussed, shared ideas, and corrected each other's work. These interactions facilitated better comprehension of descriptive text features and structure. As students explained concepts to peers and received constructive feedback, their ability to organize ideas and write descriptively improved. The collaborative environment encouraged active participation, increased motivation, and helped students develop their writing skills more effectively than traditional individual approaches. This is in line with Johnson and Johnson views (1999) that stated that when students interact face-to-face in groups, they are not merely sitting together, but actively helping each other, sharing resources, providing constructive feedback, challenging each other's reasoning, and encouraging each other's learning efforts.

This is in line with Vygotsky's social development theory (1934) because it focused on how learning happens through social interaction. The conclusion from this discussion reveals that the implementation of the jigsaw cooperative learning model by teachers at Senior High School effectively enhanced students' descriptive writing skills through structured group collaboration and social interaction, aligning with Johnson and Johnson's Cooperative Learning Theory (1999).

Despite challenges such as passive student participation and limited time management, social interdependence theory (Johnson S Johnson, 2009) emphasized the importance of positive interdependence and social interaction in overcoming these issues. Furthermore, peer interactions fostered better understanding and motivation, supporting Vygotsky's social development theory (1934), which emphasized that learning occurred optimally through social interaction and active collaboration. Thus, these combined theories demonstrate that the jigsaw model not only promoted effective teamwork but also created a supportive learning environment that significantly improved students' writing abilities.

Based on the discussion above, this research has several practical and theoretical implications. Practically, the results indicated that teaching descriptive writing using the Jigsaw cooperative learning paradigm is a successful approach. Teachers could put this concept into practice by assigning students to

diverse groups, giving them clear directions, and keeping a close eye on group conversations to promote involvement and cooperation. Even the progress was not always significant, it was nevertheless visible when it came to helping students comprehend text structures and writing quality. Teachers should also be ready to successfully manage time, promote passive learners, and control group dynamics. The conclusion for students was that improving their writing abilities and comprehension requires active engagement, questioning, idea sharing, and peer criticism. Better results could be achieved by adopting a collaborative approach and seeing errors as teaching opportunities.

Theoretically, this research supports current ideas of cooperative learning. The Jigsaw model's effective application is consistent with Johnson and Johnson's Cooperative Learning Theory (1999), which placed an emphasis on positive interdependence, organized group collaboration, and personal accountability for better learning results. The issues teachers confronted, such guaranteeing equal participation, align with Johnson S Johnson's (2009) Social Interdependence Theory, which emphasizes the need of cooperative learning and positive interdependence in overcoming obstacles in group environments. This study shows how these ideas were used to improve descriptive writing skills in a real-world classroom environment.

Apart from the implications, this research also has several limitations. After applying the Jigsaw model, students writing abilities improved, but this increase was "not significant," suggesting that it may not have been that great. Additionally, the teacher encountered challenges in efficiently managing time and encouraging all students to participate in group activities. Furthermore, teachers believed that rather than immediately enhancing students' writing skills, the Jigsaw approach was more suitable for comprehending text structure.

Methodologically, this research used a qualitative methodology that mainly depended on interviews and observation. Because of subjectivity and a lack of information regarding the sample size and selection process, it may be challenging to generalize the findings to different contexts. For more thorough and impartial results, this study would ideally benefit from a mixed- methods approach that combines qualitative and quantitative data.

Conclusion

There are two sections in this part, there are conclusion and suggestion. The conclusion related to the findings of the previous research question and the researcher makes suggestions for teachers, students, and for further researcher.

Teachers at Senior High School implemented cooperative learning strategies, particularly the Jigsaw model, by forming heterogeneous groups, providing clear instructions, and facilitating peer discussions to enhance students' understanding of descriptive texts. Despite some challenges such as managing group dynamics, encouraging passive students to participate, and limited time, teachers observed

positive effects on students' writing skills. They found that active peer interactions sharing ideas, providing feedback, and collaborating played a significant role in reinforcing students' grasp of text structures and motivating them to improve their writing. The teachers also used comprehensive assessment rubrics that evaluated grammar, content, coherence, and adherence to the expected structure, and noted noticeable improvements in students' writing quality. Consequently, teachers planned to continue applying jigsaw model cooperative learning, especially in the initial stages of new material, as they believed this approach effectively supported students' understanding and development in writing descriptive texts.

This research is based on three main theories: Aronson's (1978) cooperative learning theory, which emphasizes the importance of social interaction and collaboration among students in the learning process; social constructivist theory, which explains that knowledge is constructed through social interactions; and Johnson and Johnson's (1999) cooperative learning theory, which examines group dynamics, challenges in managing cooperative learning, and the role of peer interactions in improving students' writing skills. Together, these theories support understanding how the jigsaw model can be effectively implemented and how student collaboration helps overcome challenges and enhances descriptive writing skills at Senior High School.

Suggestion

Based on the research findings, several suggestions are provided for teachers, students, and future researchers as follows:

a) For teachers

Teachers are suggested to actively monitor and facilitate equitable participation among students during cooperative learning activities. They should encourage quieter students to contribute and support peer interactions to foster a collaborative environment. Teachers are also advised to motivate students to embrace mistakes as part of the learning process, creating a safe space for asking questions and making efforts to improve their skills. Additionally, employing various cooperative learning models strategically, especially at the beginning of new topics, can enhance students' understanding and readiness for independent tasks. Effective time management and group management skills are crucial to ensure all students remain engaged and active. In general, teachers should continuously foster a supportive atmosphere that promotes confidence, participation, and mutual assistance among students in writing descriptive text

b) For students

Students should actively participate and collaborate during cooperative learning activities to enhance their understanding and skills in writing descriptive texts. They are encouraged to be proactive by asking questions, sharing ideas, and helping peers, which can improve their language use and confidence. Students should view mistakes as opportunities for growth and not fear to express themselves openly. Additionally, engaging fully in group discussions and supporting classmates

can foster a positive learning environment, leading to better learning outcomes. By embracing this collaborative approach, students can develop a deeper understanding of descriptive writing and build essential communication skills.

a) For further researchers

It is recommended to investigate the long-term effects of implementing jigsaw model cooperative learning strategies on students' writing skills and motivation. Comparing different models of cooperative learning could also help identify which methods are most effective in teaching descriptive texts. Additionally, exploring students' perceptions and attitudes toward these strategies would provide deeper insights into their impact on student engagement and learning outcomes. Combining both quantitative and qualitative approaches can offer a more comprehensive understanding of the effectiveness of jigsaw model cooperative learning. Furthermore, examining the challenges and difficulties faced by teachers when applying these strategies in various contexts or subject areas can help develop practical solutions to improve their implementation and maximize benefits.

Furthermore, it is recommended that studies look at language immersion. An examination of the effects of language immersion on students' motivation, language proficiency, and cultural awareness may be part of this study. Additionally, it's critical to examine the challenges that teachers and students have in language immersion programs, as well as potential solutions. Analyzing students' experiences within the framework of language immersion may provide important information on how to enhance program efficacy and promote improved language acquisition.

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