

Cartoons-based Jigsaw Classroom Strategy: Eliminating Students' Social Gaps and Developing their Positive English Writing Learning Outcomes

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Abstract

Fact discloses that those taking undergraduate classes have always been naturally colored by assorted differences in social stratifications and this is definitely a blessing. These, however, unwittingly drive segregation whose effects clearly disrupted their social interaction, communication, learning atmosphere, and learning outcomes. This research, therefore, aimed at mitigating the issues (gaps). Observation, interviews, and NTA were techniques for collecting and analyzing qualitative data. The major results found that the Cartoons-based Jigsaw Classroom Strategy can reduce social inequalities, performance gaps, and social conflicts among students. Accordingly, the students strongly acknowledged cultural diversity and accept it as a part of life, succeeded in establishing friendly social rapport, and were capable of improving interpersonal skills, developing intercultural competence, critical thinking skills, and pragmatic competence. More outstandingly, this strategy better improved their learning motivation, engagement, and English writing skills. To wrap things up, EFL classrooms are increasingly diverse every year and cultural diversity is the key issue to embrace so that language teachers succeed in being



educators, encourage inclusive classrooms culturally, and ease them to develop their social competence and academic bits of intelligence and achievement.

Keywords: Cartoons-based Jigsaw Classroom Strategy: Eliminating Students' Social Gaps and Developing their Positive English Writing Learning Outcome.

INTRODUCTION

The ultimate reasons for which such a decisive research title is importantly proposed are inseverable from the existing conditions the authors ran into during the learning process and in daily interactions (communication and relationship) both in and outside the classroom (campus). The circumstance is, first of all, that from year to year, students always form their own learning blocks (gaps). The blocks and gaps seem imperceptible yet their effects are often sensated in the instructional processes. The gaps arise because of possessing incongruent faiths with others, disparate standpoints of secular and theological identities, sexes, ethnicity, race, levels of intelligence, and the power of socioeconomic status. The segregations drive the sets of ideas of different groups of college students to design their own rules of life to live, work, and learn in certain limited social and environmental building blocks. They end up having compartmentalized lives. As a result, the segregations physically, socially, and emotionally space the students' social rapports and interpersonal communication further apart. It severely raises a conflict of socioeconomic jealousy (distrust). It decreases the constructive learning outcomes of, for example, improving their performance assessment. It abruptly increases the student's habits of frequently being away from classes and from not doing/completing the assigned tasks, usually without providing good reasons. It defaces learning enthusiasm and does not create a conducive learning environment and atmosphere. It fails to endorse better learning and impairs the values of their learning experiences (Aroson, 2000; Aronson & Patnoe, 2011).

Subsequently, learning strategy and instructional media (IM for short) are other last precarious issues in English language learning programs. So far, the roles and uses of learning strategy and IM are assumed to be of little importance and significance, particularly in the English Writing and Grammar classes. The rationales are theoretically assumed that the college students are adult learners whose traits (characteristics) are capable of being fast learners; having multi-level responsibilities and control over their learning (self-direction); solving (learning) problems; searching and researching information on how to collaboratively or individually constructing



their theoretical and practical knowledge and skills of English; improving learning motivation, professional needs, and required job skills; receiving changes and actualizing high expectation and future goals (Pappas, 2013; Beqiri, 2018). They no longer need learning strategy and IM in English learning processes, therefore. Due to unceasingly discounting the learning strategy and IM's constructive effects, the majority of the slow, problem, and mediocre students find it difficult to improve their knowledge and skills (abilities) of thinking critically, creatively, and imaginatively in elaborating their standpoints, assessments, and interpretations. Besides, it slows them down to examine and appraise a given theme, title, or topic. Likewise, it hampers them to develop their ideas into an effective and communicative paragraph or essay of English along with lowering their passion for doing (completing) the assigned tasks. More importantly, it weakens and dims the strong signals of the emergence of the key instructional messages and feedback in the learning processes.

A number of latest empirical studies deduce that the classroom learning strategy of jigsaw is strategy which is better applied in developing EFL students' language learning cognitive intelligence. The rationales are the academic research findings designate the significant effects of improving the EFL students' language learning outcomes (performance). Some of them are ELT scholars (Maden, 2011) and Sahin, 2010) having successfully studied the effect of the jigsaw I in assisting the EFL students better achieve the skills of English written expressions. Chu (2014) applied a jigsaw strategy for improving freshman's English skills. Similarly, Sabbah (2016) showed the effectiveness of using jigsaw on improving the EFL students' reading achievement. Other scholars, Abuhamda, Darmi, Abdullah (2020; 2021) reported two different research findings showing that (1) jigsaw is a cooperative learning strategy that strongly affects Palestinian fourth graders' constructive demeanor in learning English and (2) the effects of using jigsaw in teaching reading comprehension on the attitudes of the Palestinians EFL students. Other EFL teachers of English (Amini, 2020; Yuhananik, 2018; Septami, Azhar, & Gultom, 2018; Hoerunnisa and Suherdi, 2017; Yudi and Kosiatal, 2016; Dewi, 2016; Murniati, 2015) successfully apply the strategy and point out the effectiveness of jigsaw in improving the secondary school students' reading comprehension, skills, ability, and competence. Besides, Ghaith, Abd El-Malak (2004), and Mahnaz (2012) show the effects of applying jigsaw 11 on developing the EFL students' literal and higher-order of reading comprehension and learners' reading achievement.

However, hitherto, there seems no empirical studies exposing the research findings pertaining to helping defuse (resolving) the racial conflicts, the intellectual differences, and the



socioeconomic status' gaps among EFL college students. Likewise, it seems arduous to discover research findings capitalizing a learning medium of "caricature" in the jigsaw classroom strategy in the English Writing course. Under those circumstances, this research aims to eliminate the gaps along with establishing and solidifying the rich, intelligent, theological, and poor groups of college students' social-emotional rapports and interpersonal communication more harmonious, elegant, and well-suited. It is to assuage and diminish the student's habit of frequently being away from work or class (college). Further, it is to encourage better learning, increase learning motivation and enthusiasm, create a conducive learning environment, jack up the comfort of the learning experience, and encourage cooperative learning in collaboratively constructing the knowledge and skills of English.

Research Question

The proposed research question is "to what extent does cartoons-based jigsaw classroom strategy eliminate students' social gaps and develop (affect) their positive English Writing learning outcomes?"

LITERATURE REVIEW

Historically, racial segregation first appeared in some of Austin City's Schools, Texas, the United States of America in the 1970s. It was exposed to the public when Elliot Aronson and his graduate students visited several schools and found the students were racially segregated in the same classrooms. They were segregated into three disparate races namely White youngsters, African-American youngsters, and Hispanic youngsters. Aronson and his research team disclosed that the three different rival races of youngsters could only be allowed to establish their social-emotional rapports, communicate interpersonally, work together, learn collaboratively, etc if they belonged to or were in the same races. Aronson was terribly concerned about the racial conflicts because he himself had also been racially segregated. The impacts of this segregation were to create suspicion, fear, and social distrust that lasted for a long time and finally led to turmoil, hatred, and hostility. Verbal violence and physical fist-fights appeared simultaneously in corridors and schoolyards throughout Austin. To defuse the chaos between the races, Austin's school superintendent invited and met Aronson to think in order the three different races could unite, accept and respect each other. Referring to the results of their observations, Aronson's research investigations concluded that the hostility between them was driven by social



conditions and an (unhealthy) competitive learning environment. The three different races had to compete desperately to be the best in their classes. They had to be able to beat other races in order to be judged as the smartest race among the others (Aronson, Blaney, Stephin, Sikes, & Snapp, 1978; Aronson & Bridgeman, 1979; Aronson & Patnoe, 1997; Hedeem, 2003; Schul, 2011, 2012; Azmin, 2016; Aronson, 2021).

Theoretically, jigsaw classroom strategy derives from the cluster of cooperative learning's educational approach. As it is defined, *"The jigsaw strategy is a method of setting instructional activities that bind learners to rely on each other to succeed in understanding and mastering the learning materials. The teacher splits learners into groups and cracks the tasks into parts and learners' roles that the group assembles to accomplish the (jigsaw) puzzle. Social psychologist Elliot Aronson designed it to assist the marginalized ethnic-racial groups of students in compulsorily integrated schools (Letik & Plous, 2012)."* This definition urges the teacher to capitalize all students' strengths, skills, abilities, and knowledge to work together and collaboratively learn the assigned specific tasks (subtasks) to achieve great importance of understanding (Hattie, 2017). The jigsaw teaching technique, therefore, not only sets students into several learning groups and builds structuring positive interdependence among them (Choi, Johnson, & Johnson, 2011; Amedu & Gudi, 2017; Johnson, Johnson, 2009) but more importantly, is to educate them to respect, understand, and accept the differences of other students' theological belief, mental and physical deficiencies, races, social-economic status, strengths, weaknesses, etc. These are the most pivotal principles in the cooperative learning of jigsaw.

Technically, in the jigsaw classroom, the students are split into two different groups, namely home groups and expert groups (both group members must come from different backgrounds or each group member must be heterogeneous or come from diverse religions, cultures, abilities, genders/sexes, races, social-economic status, etc). Each group discusses the assigned topic that the teacher provides beforehand and then carefully examines it. After fully understanding the topic, each student leaves his/her home group and arranges another new group with the other different students. In the new group, they collaboratively re-learn the topic and materials to construct the stated learning targets (knowledge and skills) before going back to their home group. After being home, each is accountable for teaching the assigned topic to his/her home group members (Heeden, 2003; Schul, 2011; Schul, 2012; Buhr, Heflin, White, & Pinheiro, 2014; Mafruudloh, 2020).



Another version is jigsaw II where the teacher provides learning materials/topics to members of the home group. Each member only focuses on separate subparts. The home group is, for example, asked to write an essay whose main theme is the *"effects of the deadly Covid-19 attack on human life."* Each member must be an expert in the subpart assigned to him/her. One is an expert in formulating titles and composing its introduction, body, and conclusion. The other is an expert in language structure, an expert in lexis and meaning, and evaluation and interpretation, etc. Each of these expert skills is obliged to teach to the home group members. Such a strategy was a Robert Slavin' variation designed in 1980 (Schul, 2011). Another latest version is reverse jigsaw designed by Timothy Hedeem in 2003. Hedeem's jigsaw classroom strategy is that the member of the expert groups teaches the whole class without returning to their home groups to teach the contents of the learning materials. They are trusted to be experts in teaching the content of each learning material (Hedeem, 2003; Berger, & Hanze, 2015; Karacop & Diken, 2017).

In addition to the jigsaw classroom strategy, Instructional Media (thereafter IM) plays a pivotal role in assisting the homegroup of students to understand the content of each learning material. In its theoretical base, IM, for examples of its types, printed media: Pamphlets, handouts, study guides, manuals; visual media: charts, real objects, photographs, caricature, comics, transparencies; audiovisual media: slides, tapes, films, filmstrips, television, video, multimedia; static or display media: chalkboard, felt board, display easels, flip charts, cloth board, magnetic board; and electronic media: radio computers, electronic mail, CD-ROM, multimedia, are all material and physical aids or means employed by both teacher and students to facilitate instructional processes and improve the students' achievements of learning objectives. The reasons for using the IM are to shape and establish vivid notions and concepts of something; emphasize the indispensable and skip the trivial in the background; provide visual access to something which may be unattainable; define theoretical information which may be arduous to convey orally; capsulize large quantities of information; encourage psychological learning activities of learners; provide feedback to the teacher pertaining to the learner headway/accomplishment; promote emotional perception; bolster the teacher's work, and provide exams/quizzes. Subsequently, the benefits of employing it are to enable convenient and repetitious duplication of events or procedures; give visual access to a series of actions; give a general structure/frame of experience to a large number of students; drive a delusion of facts; receive and keep the attention of the students; take heed of or spotlight critical issues and



purposes; save time by dodging lengthy and diffusive elucidations; generate effects and ease the understanding of abstract ideas (Matiru, Mwangi, Schlette, Gasser, 1995; Romiszowski, 1988; Rao, 2014; Dube, 2019; Aisyah & Haryudin, 2020).

METHOD

Research Design

The analytical objectives of this study were to discover and describe the effects of caricature-based jigsaw classroom strategy on eliminating students' social gaps and developing their positive English Writing learning outcomes. This study followed a qualitative research approach, therefore. Covert observations and in-depth interviews were valid and reliable techniques for collecting qualitative data. The in-depth interview assisted the researchers to acquire information or clarify issues that were not clear enough at the time of the observation. Open-ended questions were a type of questions asked whereas descriptive data were a form of data generated (Creswell, 2013; Punch, 2013; Allmark et al, 2009; Hak, 2007).

Participant

The consecutive (total enumerative) research sample was the 2nd-year college students enrolled for the Writing for Professional Communication and Discourse for Media Communication Classes of English (Bowers, House, & Owens, 2011) as research participants. The regular course consisted of 96 teaching-learning hours (where it was split into two meetings per week, 6 hours per week, each meeting lasted for 3 hours) over a sixteen-week period. Students were counted to attend the classes and had to schedule 2-3 hours a day with their jigsaw groups to re-work together and to collaboratively re-learn the assigned materials. They had to review the materials covered beforehand outside the classes. Further, the students were given a performance assessment to measure how well they understand and master the knowledge and skills of English to authentic issues (Espinosa, 2015). Upon passing the assessment, they were eligible for advancing to the next English courses. The number of students attending the course were 49 consisting of 6 jigsaw groups. Each group comprised 8-9 students. They are aged between 20 and 22. The use of this sample was due to meeting the criteria of inclusion. They came from diverse (particular) backgrounds and levels of faiths, races, sexes, intelligence, and the power of social-economic status. Politeknik Negeri Padang was the locus of research.



Research Instrument and Data Collection

The main instrument in this research was the researchers themselves. Besides, *covert observations* and *in-depth interviews* were instruments employed in *collecting the data*. To acquire a better understanding of what was being studied, three key stages were undertaken to conduct the observations. The first stage was *descriptive observation* where we looked and checked anything and everything assuming that we knew nothing. The second was *selective observation*. We focused on carefully watching the students' behaviors (the ways they did and said something in terms of interactions with whom, how students communicated with each other or who spoke to whom, who listened, silences, how much time was spent on various activities, etc), attitudes (the ways they thought and felt something in terms of nonverbal expression of feelings), and a variety of learning activities (the ways they construct the knowledge and skills of English collaboratively: in term of contents, learning engagement or participation, etc) over an extended period of time in systematic and meaningful ways. The last phase was *focused observation*. Here, the observation was backed by in-depth interviews to attain detailed information or clarify issues that were not clear enough at the time of the observation (McKechnie, 2008; Kawulich, 2005).

Research Procedure

The research-related procedures (activities) to be undertaken were, *firstly*, the teacher introduced the descriptions of the courses covering the course outlines, required materials and recommended books, the assigned learning topics (materials), the aims of the course, expected learning targets, and instructional processes (pre-teaching, whilst-teaching, and post-teaching), attendance, assignments (homework), assessment and grading, etc. The descriptive observation was undertaken. The groups were divided at this meeting. This activity was undertaken on the first day of class (first meeting).

Secondly, the classroom was set into jigsaw groups. Each jigsaw group consisted of 8 persons. The jigsaw group's members were those who came from diverse beliefs, viewpoints of secular and theological identity, gender, ethnicity, race, intelligence level, and socioeconomic status. The most mature student was appointed as a group leader. The lesson was split into several segments. Each student was assigned to learn one segment. Each member had the opportunity to read the assigned segment (this helped them to become familiar with and understand it). The expert groups were temporarily formed and then each member of the jigsaw



group which had the same segment joined the students of other groups. The new group members discussed the key points of their segment. They then practiced giving presentations. The presentation skills were used to convey the results of their discussions (knowledge and skills) to their home groups. Then, the students backed to their home (jigsaw) group. Each member presented his/her segments to the group (other listened to, took note, clarified, and asked questions, etc). Group leader's intervention was required to solve (to get the hang of them) if a group had troubles, found difficulties, or there were found one of the students dominated the discussions or caused troubles. At the end, performance assessments, teacher feedback, and reflective learning were provided. Here, selective observations were undertaken. The teacher providently observed the students' behavior, attitude, and learning activities. The in-depth interviews was finally undertaken on the last days of the course. Each student was interviewed for approximately 10-15 minutes to attain detailed information or clarify issues that were not clear enough at the time of the observation.

Data Analysis

The qualitative data were analyzed and interpreted using Narrative Thematic Analysis or NTA for short (Reissman, 2008; Creswell, 2014; Butina, 2015). The data were processed using the 2015 Butina's model of analyzing the observation and in-depth interviews' data. The analysis' stages were, firstly, the data were prepared and organized into tables. Secondly, we carefully read them to elicit a comprehensive sense of the information. The third was coding processes. Here, the scraps of collected data were manually sorted and defined. The handwritten manuscripts were re-read to pinpoint the most required information. Fourthly, those codes were put into logical categories or themes in terms of words and phrases elucidating the segments of the explicit data. The corresponding categories or themes were meant to represent the major research finding of this study. In this research, the most important categories or themes deal with students' behaviors, students' attitudes, and students' learning activities. The interpretation was the last stage of NTA in which we carefully studied the categories (themes) and their corresponding initial codes to determine and decide on whether the Cartoons-based jigsaw classroom strategy eliminating students' social gaps and developing their positive English Writing learning outcomes.

Data Verification and Validation

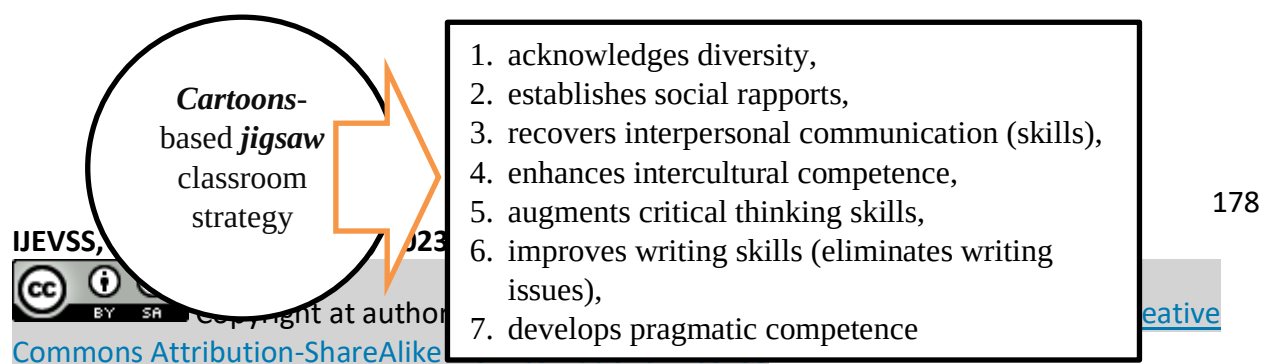


This research was affirmed valid as it has established a trustworthy cause-effect relationship between the treatment provided and the outcomes expected (the 2nd-year college students' social rapports progress and positively increase their Writing knowledge and skills of English). The research participants have served as member-check (informant feedback) to improve the accuracies of the research findings (data) and prove that it has given resonance for establishing their social rapports and improving their learning experiences and outcomes. In addition, the result of this research has been validated by an expert audit review to qualify the data analysis. The use of internal validity (credibility) was to assure that the draft of this final report has correctly represented their ideas. In terms of consistency (reliability), this study was reliable: we utilized well-detailed descriptions, employed well-established research processes, increased research time to evaluate the collected data, avoids researchers' subjectivity and used triangulation (multiple resources) to develop a comprehensive understanding of the phenomena (Golafshani, 2003; Creswell, 2014; Butina, 2015).

RESULT AND DISCUSSION

Result/Finding

The ultimate objectives of carrying out this research are to diagnose the extent to which cartoons-based jigsaw classroom strategy can eliminate the students' social gaps and develop (affect) their English Writing learning outcomes. The results of exploration carried out through the use of instruments of data collection of covert observations and in-depth interviews show hopeful and confident signs of progress in reducing students' social conflicts and learning gaps; improving learning motivation, and increasing English writing knowledge and skills as illustrated in the following infographic.



DISCUSSION

Reducing the students' social gaps along with developing their positive English Writing learning outcomes are the primary goals of resolving the existed conflicts, improving learning motivation, and increasing the stated learning targets. The steps to achieve the most expected goals are first, the class was split into several mixed groups and then each jigsaw learning group consists of 8 students coming from disparate socioeconomic categories or social statuses. Second, the group discussed and agreed to appoint the most mature (large-minded and large-hearted) student as a chairperson. Third, the subject matters (learning materials or topics) were divided into several segments. The first segment was on how to write an introduction. This included the opening statement (hook), the supporting statement (the hook linking to the thesis statement), and the thesis statement. The second one focused on learning the body paragraph covering the main idea (topic sentence), evidence cycle (assertion, evidence, commentary), concluding statement, and transition words and phrases. The topic related to the concluding paragraph was included in the third segment. Subsequently, the fourth segment related to writing issues. These were time and attention-consuming learning materials because these issues focused on writing processes, grammar, and structures, spelling, punctuations, conciseness (clarity), readability, word choices, and plagiarism. This segment was broken into 7 sub-parts. For readability, students were encouraged to use the formula from the Flesch–Kincaid readability tests. The formula and test were to determine the quality of student writing (essays) or how difficult the essay was to understand (Kincaid, Aagard, O'Hara, Cottrell, 1981). Thereafter, plagiarism is a supremely sensitive issue in every academic writing activity. Hence, to avoid students grabbing someone else's intellectual properties (works or ideas) as theirs, they must learn the techniques (should possess the knowledge or skills) of citing sources, using direct or indirect quotations, paraphrasing-summarising, and using online plagiarism checkers (Calonia, 2022; Colella-Sandercock & Alahmadi, 2015). The last was to analyze the cartoon. The students analyzed and evaluated the cartoons by adopting Melissa Knowles' techniques. They examined



the cartoons based on the context, symbols, exaggeration (physical characteristics of people), labeling, analogy (compare two different things), irony (show contrast), and explicated of the message conveyed (Knowles, 2020).

In the fourth step, each group member was assigned to learn their one segment and followed by the fifth step where each student was given sufficient time to study their segment until s/he really understood and mastered the assigned material. Students were not recommended to memorize it, but they were more geared to analyze the problems, explore the relationships, critically examine the facts (knowledge), make judgments, and create new information. The sixth was to form an expert student group whose segment was the same and then joined in one group to discuss the critical points and rehearse the presentations. This would be useful to help their jigsaw members understand the assigned material. Seventhly, each expert student was asked to go back into his/her jigsaw group. The eighth was to invite each member to present his/her segment to his/her group. Ninthly, the teacher observed the groups, the learning processes, and the students' presentations. Lastly, a performance assessment was provided to measure how well they can apply the knowledge learned to resolve the problems along with demonstrating their skills in writing an English essay.

The most critical interpretations or essential meanings of applying the Cartoons-based Jigsaw Classroom Strategy are, firstly, building an understanding of the "*culture of diversity*" through sharing "*all the basics of self-introduction*" in the classroom. Kampen (2020) shortly explicates that diversity is all different aspects making the students different from other students. It, therefore, the primary goal of promoting it is to acknowledge, understand, and accept one another and encourage them to think differently. Although this concept is considered by some to be not exceptionally crucial, it can be used as the most noteworthy first step in establishing students' awareness and empathy in understanding and accepting other students' real conditions. This well-established awareness and empathy become a freedom-loving bridge between those (students) in a conflict in resolving their critical issues. Beforehand, at the beginning of learning, the teacher only briefly introduces his/her personal particulars and explains the learning materials being studied for one semester ahead. S/he then teaches the materials and at the end of the learning programs, s/he assesses the students' knowledge and evaluates learning. Dejectedly, the three of the most important factors affecting the learning processes, as disclosed by Mondal (2022), such as students' emotional and socioeconomic, teacher and students' personalities, and the learning environment (atmosphere) factors are



unwittingly forgotten and neglected. If every student had had the opportunity to acknowledge diversities through all the basics of self-introduction, to share their real conditions with their other friends, and the teacher had taken heed of these three factors affecting the learning processes, the students would not have been compartmentalized, shown off, and become more sensitive about maintaining (defending) and building their ego and individualistic personality.

Seeing these past-time conditions, the jigsaw class teacher is increasingly encouraged to apply the concept of self-introduction to help the students acknowledge and accept the diversities both inside and outside the classroom. The teacher provides an opportunity to each one of the members of a group to let the other students know all the basics of his/her name, origin, color, race (ethnicity), age, ability, interest, talent, and personal details like hobbies, religious belief, political conviction, and parent's (family) socioeconomic status. As a result, all the basics of this self-introduction make the students feel comfortable to learn and communicate with, bring up the feeling of empathy and sympathy for their classmates, improve learning motivation extrinsically and intrinsically, generate performance accomplishments and personal well-being, produce strong self-efficacy, and create a new and friendly learning environment atmosphere. Besides, they are willing to strike up new relationships, establish interpersonal communication, and possess a wise understanding of accepting (receiving) other students' diversities, differences, weaknesses, and strengths. Shortly, acknowledging a "culture of diversity" through "all the basics of self-introduction" in the classroom is one of the ways the teachers and students deal with the world's differences. The acknowledgment strongly affects the college community to create a harmless, empathetic, and focused learning environment for all students which ultimately enables them to grow healthy mentally, psychologically, socially, and academically.

Cartoons-based Jigsaw Classroom Strategy, secondly, establishes "*meaningful social rapport*." After acknowledging other students' diversities, they increasingly have more *self-confidence* and *self-disclosure* to communicate with those who have different religious beliefs, ethnicity, socioeconomic status, abilities, etc. They have started to assimilate into each other in ways of, firstly, having small (cliché) talks like saying greetings, offering food like snacks, asking for a ride, inviting others to eat together in cafes, asking for answers to assigned homework, forming study groups, asking questions, asking about what social media they use, creating Whatsapp groups, asking for assistance, etc. Secondly, after feeling close, they start to have slight factual communication like talking about or discussing other people like public figures or issues,



reporting facts, finding out about shared interests, asking for information about their friends, strengths, weaknesses, positive personality aspects, etc. Subsequently, thirdly, after recognizing each other, they have some judgmental conversations like exchanging information, sharing their ideas, expressing opinions, making decisions, analyzing, evaluating, etc. Fourthly, after feeling comfortable and will not be blamed and humiliated, they initiate to have emotional communication like sharing their feelings, talking about a feeling of loving the opposite sex (someone), expressing jealousy, anger, like, respect, etc.

Finally, after feeling safe and possessing a deep and authentic relationship, they go on to have peak talks (conversation) like honestly and openly sharing their personal experiences, deep feeling (affection or emotions), parents' socioeconomic status (condition), happiness, suffering, etc. This is how they improve and establish their social rapport and communication whose ways are split into 5 levels. These levels explain that students do not immediately become good listeners and or openly talk to their friends as they have to deeply understand and recognize each other. They still seem a bit stiff and reluctant to talk to others as a result of social conflicts or gaps disrupting them so far. They have to find ways how to establish it more effectively. They, therefore, need the 5 levels of communication to gradually assist them to establish good social relations (interaction). Likewise, these ways are in line with Powell's (1969) and Taylor's (2022) ideas disclosing that cliché conversation, little real conversation, judgemental conversation, emotional conversation, and peak conversation are the 5 levels of improving social rapport and establishing communication. These levels come up to encourage people (students) to have the self-confidence to reveal their self-disclosures although it doesn't have to start from the first (highest) level, namely, small conversation. It all depends on each individual from which level s/he wishes. Powell (1969) and Taylor (2022) disclose that if these five levels are well understood and concretely applied to real social interactions (relations), it indicates that the people (students) already have good communication skills. Here, it is obvious that students have five levels of developing harmonious relationships (interaction) and embracing different points of view and these levels improve and qualify their social rapport and communication skills. In short, this indicates that the jigsaw cooperative learning technique better develops *students' rich mindset* to understand and accept the differences of socio-economic clouds or social classes. In contrast, it weakens the *students' poor mindset* still possessing and instilling (preserving) the concepts of racism, egoism, and social stratification in the learning process.



The 5 levels mentioned above have directly been able to improve the students' *"interpersonal communication competence (skills)"*. The proofs are where they have been able to communicate effectively and clearly. They are also able to resolve issues and problems among themselves. When there are problems faced or whatever, they always show their caring, empathy, help, and respect. Another aspect is that they are motivated to help their classmates improve learning motivation strongly affecting their learning achievement (learning outcome). Besides, they thoughtfully listen to their classmates' ideas. Negotiation, persuasion, and research are three forms of studying (learning) the assigned teaching materials and solving problems creatively. They are also very humorous, friendly, and have social skills in interacting and communicating with others. In addition, in working and studying, they prioritize collaboration and teamwork in constructing knowledge, and skills, and in solving problems. These shreds of evidence are in line with what is stated by Doyle (2022) & Beqiri (2018) that interpersonal communication competence is well developed if the persons (students) are able to communicate well with anyone, able to manage conflict, show empathy, able to lead, being a good listener, show capability to negotiate to solve problems, has a positive demeanor, and able to work together with other to build good teamwork. Hereinafter, having strong interpersonal communication skills allows students to effectively interact with others, succeed in learning and in the workplace, have more time to actively listen to her/her friends rather than argue or debate them, think differently and critically, have an open-minded, and welcome those who oppose the ideas. Furthermore, decision-making is an acquired skill during establishing social rapport and communication skills and this helps them much to settle on which solution to apply. Finally, they can disclose their ideas and need in refined and genteel ways while keep respecting other feeling (emotion), needs, and opinions.

This research, thirdly, better improves students' *"intercultural competence."* In their own jigsaw learning groups and class discussions, the students are able to think differently, act appropriately, and behave politely in their speech acts so that they can coexist harmoniously and this, of course, prevents them from social inequalities and conflicts. The new well-established habit and good manner encourage them to have good communication with their classmates. Besides, this develops their ability to work together and learn to collaboratively construct the knowledge and skills with the students coming from different cultural backgrounds and socioeconomic statuses. During the learning process, the students have shown good performance, attention, passion, interest, curiosity, concern, and optimism in understanding,



learning, and discussing teaching materials or when the teacher teaches them. Their learning motivation increasingly improves due to their classmates and jigsaw groups' care and support. Besides putting them into jigsaw groups, the teacher and other students keep posing open-ended questions to encourage the class and group members to actively participate. Such questions require them to not only remember, understand, and apply the theories (knowledge) but also analyze, evaluate, and create something new. These three levels definitely grow them to have higher-order thinking skills (think critically) and challenge them to extensively demonstrate their understanding. This makes the jigsaw classroom, students' engagement, and learning participation more lively, shining, and colorful. Likewise, a number of empirical studies disclose that intercultural competence in the EFL classroom raises the students' awareness (mindfulness) of understanding (accepting) their own and other cultures and critically interpret it so as to cognitively encourage them to improve their social rapport, communication, and interaction. Thereupon, the awareness psychologically increases their learning engagement and participation to make effort to do (attending class, submit required works, etc) and learn what the syllabus offers. This eases them to step forward from lower-level thinking skills to higher-order thinking skills to produce new ideas instead of sticking to exploring and using old-established facts or information (Rose, 2021; Chapman, 2003; Deardorff, 2009).

Critical Thinking Skills (CTSs) are, fifthly, another salient point of taking the Cartoons-based Jigsaw Classroom Strategy into the EFL classroom and this strategy strongly improves the students' CTSs. This is clearly seen when they construct their knowledge and skills of writing English essays collaboratively (when they are in jigsaw groups) and or individually (when each is assigned to learn independently). After being explained and provided examples of how to think critically and solve problems, they, first, identify numerous problems, pose key questions, and afterward, take the issues apart and explore their relationships. Subsequently, they examine the problems and judge them critically. They do research for acquiring relevant sources and information. This aims at assisting them design, developing, and constructing their ideas. They, finally, use the results of their studies (analysis and evaluation) to generate new ideas. The knowledge and ability to rationally think and the understanding of connecting between ideas logically bridge them to figure out solutions to complex problems. Briefly, these are the important stages of developing and improving the students' CTSs and figuring out solutions to complex problems in writing English essays. Empirically, these stages are in line with the process of developing and improving students' critical thinking skills in resolving their learning problems.



Cherry (2022); Mulnix (2010); & Lewis (2009) explicates that analyzing, evaluating, and creating are phases of guiding students to augment cognitive learning processes (including reading extensively, doing homework, paying attention, storing information in long-term memory, learning language through using extensive vocabulary, perception of interpreting information, solving the problems, communicating ideas, etc) and higher-order (critical) thinking skills. The processes and skills are the basics of increasing comprehension and problem-solving skills.

Subsequently, eliminating writing issues is the sixth effect of applying the Cartoons-based Jigsaw Classroom Strategy in the EFL English Writing classes. Collaborative construction of English Writing knowledge and skills is the key to mitigating the issues. Each student who has already been in a jigsaw group commits him/herself to study his/her own segment (the assigned learning material/topic). S/he must completely master the segment to later assist other group members understand it correctly. S/he, therefore, must have direct access to it and has more time to read over her/his segment. Hereinafter, each is given time to discuss the critical points of his/her segment with the expert student group and then rehearse to present it. Rehearsing the presentations in front of the expert group is another crucial process of learning because the expert group will provide constructive improvements, feedback, and suggestions. What is more, after backing into their group, such a preparation (rehearsal) assists them to explicate the segment to their group members. Their true collaboration and intense engagement enable them to learn and work together understanding the assigned segment theoretically but also recognizing their writing issues and creating the solutions. The more they recognize the issues, the more opportunities for them to resolve them, and this, of course, cannot be done and is difficult to achieve independently. More importantly, the opportunities provided to collaboratively learn and contribute to their jigsaw group leads them to think of being more practical, creative, and analytical.

As a result, the students are able to eliminate grammatical, spelling, and punctuation errors. The sentences are concise and easy to follow and do not force the readers to re-read the sentences in order to understand. They are able to find and use colorful words (vocabulary) and the ideas communicated are unambiguously and away from misinterpretation. Building the habit of extensively reading English sources improves literacy, strengthens cognition, develop writing skills, and affects their comprehension, general knowledge, academic performance, vocabulary knowledge (skills), and prior knowledge which is worthwhile to all content domains. Having learned the 4 ways of quoting, citing, paraphrasing, and summarizing avoid them taking other



works as their own. In terms of writing skills, Jigsaw Classroom Strategy advances their critical thinking skills or higher-order thinking skills encompassing the cognitive processes of identifying, researching, analyzing, evaluating, solving writing issues, and creating something to produce new written ideas prior to publishing it. This is similarly in line with a number of empirical studies, unlike individual learning, disclosing that “collaborative learning” principally provides opportunities for students to mutually engage or participate in organized endeavors (works) to construct the knowledge and skills and or to resolve the learning problems (the writing issues) together. Besides, it develops HOTs, leadership, management, and oral communication skills. It then encourages learner-faculty interaction, improves long-term memory (retention) and learning motivation (self-esteem), enables students to accept and explore different perspectives where teaching is not always put into a single correct interpretation, acknowledges cultural diversity, and provides opportunities to reflect on their learning (Ouellett et.al, 2022; Herrington & Herrington, 2006). Bluntly stated, collaborative learning emphasizing group learning provides students piles of opportunities to learn and understand the material collaboratively, allows them to exploit each other’s resources and skills, have access to create new knowledge, engage in a joint work, each student is dependent on and responsible for each other, and learn together to seek understanding, meaning, or solutions or to produce their learning products (Chiu, 2000, 2004; Mitnik et al, 2009).

Lastly, this foreign or L2 research begins to develop the students’ “*pragmatic competence*” through cartoon-based learning (instructional) media which so far is often overlooked in the EFL English Writing Class. Working and learning in jigsaw groups, students are taught to analyze (evaluate) the cartoon and explicate what the artists imply and interpret and infer it. In construing it, the students adopted Knowles’ (2020) guide to examine the persuasive methods cartoonists often use to criticize persons or objects. The students identify the symbolism (identify the explicit meaning of the symbol), exaggeration (to make a point, students examine the reasons why the cartoonist exploits certain parts of the physical features (characteristics) of that person or object to criticize), labeling (identify the motive for why the cartoonist use the label), analogy (clarify what makes the two persons or objects similar in some way), and irony (does the cartoonist show what s/he thinks on that topic or issue). After going through these processes, the students write down their respective opinions in a 5-paragraph essay encompassing an opening paragraph, three paragraphs discussing crucial points (plus the correct uses of transitions, examples, shreds of evidence, and explanations), and a closing



paragraph. After the essay's drafts are revised, edited, and proofread, the teacher has each member present his/her evaluation to the class while the others listen to the presentation and take down the crucial points to later be discussed or debated.

Such cartoon-based learning (instructional) media and Knowles' (2020) guide to examine the persuasive techniques cartoonists frequently employ to excoriate persons or objects are methods empirically and theoretically develop the students' *pragmatic competence*. The indications as stated by the pragmatists are, that in their English essays, the students have been capable of understanding the culture of someone's language and communication styles; identifying and elucidating the implied meaning (implicit speech acts) conveyed by the cartoonists beyond the linguistic (grammatical) rules (Sapoetra, 2019); understand to generate utterances describing the interaction of the L2 socio-cultural context comes off (Kecskes, 2013); and possess knowledge of English expressions that are appropriately used in certain social contexts and this is the keyword of effectively communicating ideas in the target language, English (Sapoetra, 2019; Taguchi, 2009). What's more, they interpret the cartoonist's implicit meanings based on its own context as context strongly contributes to the meaning itself and this is usually called the ability to conceive the meaning proposed by other speakers (Mey, 2006; Masahiro, 2008). Shortly, these indications play critical roles in communicatively establishing the L2 learners' competence; facilitating them to appropriately appreciate the forms and functions of the target language in different situations (contexts); and improving their awareness of acknowledging (understanding and accepting) cultural diversity.

CONCLUSION

Social inequality (differences in socioeconomic status, wealth, or opportunities), performance gaps (discrepancies in levels of intelligence and academic achievement), and social conflicts (racial, linguistic, and religious cultural diversities) will inevitably continue to exist among students and no one can stave off them. This is because the world of education, in today's sophisticated era, is increasingly becoming more diverse at all times. If these three sensitive issues bust to be well managed proportionally, the susceptible problems can psychologically devastate the students' motivation to communicate, socialize, interact, learn, work, and live together in harmony, peacefully, and comfortably. More importantly, negative stereotypes and personal prejudice against certain students (groups) will be more arduous to eliminate. This stalwartly distresses their social relationship and learning atmosphere so far and, of course, has



shockingly shabby effects on their social competence and academic performance and achievement. In today's progressively fragmented student community, the jigsaw classroom is extremely invaluable to strengthen close ties with those who live in diversity. The Cartoons-based Jigsaw Classroom Strategy is, therefore, critically required to apply to jettison the students' attainment gaps, social conflicts, inequalities, etc.

This research proves that Elliot Aronson's Jigsaw cooperative learning technique is one of the learning techniques that are still remarkably effective today in acknowledging a range of differences, helping promote tolerance, establishing harmonious social relations or interaction, recovering interpersonal communication skills, and enhancing intercultural competence in a school environment or classroom setting. Further, the strategy increasingly revives the students' vigour and re-improves learning motivation (engagement). In terms of knowledge and skills, this strategy better enriches insights. It augments critical thinking skills. It facilitates the students to identify the problems (Writing issues), connect the issues to the theoretical (conceptual) ideas or facts, and solve them through the processes of analyzing, evaluating, and creating (producing) new ideas. Subsequently, it develops pragmatic competence through examining the cartoonists' persuasive techniques to criticize the persons or objects. The students are capable of explaining the implicit meaning beyond the grammatical (linguistic) rules and functions that are appropriate to the target language's socio-cultural context in which the written/spoken communication (words, sentences, paragraphs, talks, dialogues, discourse, signs, or symbols) takes place. Hereinafter, this jigsaw technique helps solve writing issues and improves English writing skills academically and informally. Lastly, the success of embracing diversity and resolving the other sensitive issue in the EFL classroom designates that the language teachers have succeeded in becoming educators.

In the future, policymakers can use this research as a critical reference in dealing with the issues related to social inequalities, academic performance gaps, and social conflicts in educational institutions. Language teachers are expected to be more capable of and quicker to take concrete actions in resolving these sensitive issues to keep them away from experiencing learning, working, and communication distresses (barriers) each other. More empirical researches and innovations are, therefore, required to well establish and maintain a healthy, comfortable, and conducive educational atmosphere and learning environment.

Declaration of conflicting interest



The authors declare that there is no conflict of interest in this work.

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