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The Effect of Jigsaw Strategy with Picture as Media Towards Student's Reading Comprehension of Recount Text at Thent-Grade of Darul Fattah Islamic Boarding School

∗Wirdatul Jannah, Lusi Marleni, Citra Ayu[abc] iD

[123]Universitas Pahlawan Tuanku Tambusai, Indonesia

∗Corresponding Author: wirdatulj1@gmail.com

A B S T R A C T

This research was conducted based on the observation that many students experience difficulties in comprehending recount texts. A quasi-experimental design was employed involving an experimental group taught using the Jigsaw strategy with picture media and a control group taught using conventional methods. The population consisted of tenth-grade students of Darul Fattah Islamic Boarding School, with 40 students selected as the sample. A multiple-choice reading comprehension test was administered as pre-test and post-test, and the data were analyzed using an independent samples t-test. The findings revealed that the experimental group showed significantly better improvement than the control group. The results indicate that the Jigsaw strategy with picture media effectively enhances students' reading comprehension of recount texts and can be considered an alternative approach in teaching reading.

Keywords: *Jigsaw Strategy, Picture Media, Reading Comprehension, Recount Text, Quasi-Experimental*

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INTRODUCTION

The mastery of the English language plays a crucial role in education and global communication. As an international language, English serves as the primary means of communication across various sectors, including education, business, and technology. Proficiency in English enables individuals to access the latest knowledge and information, as many scientific literatures and educational resources are published in this language. Moreover, in the professional context, many multinational companies require English proficiency as a key qualification for prospective employees. Therefore, mastering English not only expands academic and career opportunities but also facilitates cross-cultural interaction and collaboration in the era of globalization.

Asilestari (2021) explains that the act of reading is intended to help readers understand the content and respond to questions based on the material. This explanation indicates that students who rarely practice reading will likely encounter difficulties in comprehending texts. Reading plays a fundamental role in developing understanding. It is not only about collecting information but also involves interpreting and uncovering the meaning behind written content. In essence, reading and comprehension are closely linked—reading allows individuals to access information, while comprehension helps them interpret the main ideas and fully understand the text (Tanjung et al., 2022).

Teaching reading comprehension is a structured instructional process designed to equip students with the skills needed to understand and interpret texts effectively. This process involves various strategies and techniques that help students engage deeply with the material they read. Teaching reading comprehension is not just about recognizing words in a

text but also about developing students' ability to analysis, interpret, and critically evaluate information. Through this approach, students can enhance their thinking skills, allowing them to comprehend texts more deeply and apply their understanding in different contexts.

Reading comprehension is a difficult for students. They have difficulty understanding the meaning or digesting information given in text form. It proves by Ayu et al (2021) that many people find problems in reading English references such as difficulties in understanding meaning of words, sentences or even texts that they read. Concerning this, reading skill is badly required in order to ease them in getting the information needed (Tanjung et al., 2022).

Based on the observations conducted at Darul Fattah Islamic Boarding School in Air Tiris, it was found that the X grade students are facing several difficulties in reading comprehension, especially in understanding recount texts. The problems they encounter are quite complex. Many students are unable to identify the main ideas of a paragraph or the entire recount text they read. They tend to skim through the text without truly grasping the core message or important information that the author intends to convey.

Moreover, students also struggle to retrieve specific information from the text. When asked questions that require them to locate particular details, they often respond incorrectly or fail to answer altogether. This highlights a lack of careful reading and a shallow understanding of the content. Another major issue is the students' weakness in interpreting the meaning of words based on the context of sentences. They frequently fail to infer the meaning of unfamiliar words, which further hampers their overall comprehension of the text.

In addition, students' ability to draw conclusions from what they read is also notably low. They can often understand only explicit information without being able to connect ideas across the text to uncover deeper or implied meanings. As a result, their understanding remains superficial and limited only to what is directly stated.

Data collected shows that the students' reading comprehension ability in recount texts falls within the 40–60 score range, which is categorized as poor to fair. This condition indicates that the majority of students have not yet achieved the expected level of reading competence. Furthermore, many students seem not to have mastered effective reading strategies. They are not accustomed to applying techniques such as predicting the content, connecting ideas across paragraphs, or creating mental imagery to enhance their understanding of the text. Student engagement during reading activities is also very low. Most of them read simply to complete assignments without critical thinking or genuine curiosity. This has a significant impact on the quality of their comprehension, making it underdeveloped and far from optimal.

Considering these challenges, the application of the Jigsaw strategy is seen as a suitable solution. Jigsaw is a cooperative learning model where students work in small, heterogeneous groups. Each group member is responsible for mastering a portion of the material and then teaching it to their peers. Through this method, students are expected to engage more actively, collaborate with a sense of positive interdependence, and take individual responsibility for their learning. Consequently, it is hoped that this strategy can significantly improve the students' reading comprehension skills, particularly in understanding recount texts.

Hamdayama (2014) states that the jigsaw strategy offers several benefits, such as easing the teacher's role in delivering material since each group has an expert member responsible for explaining the content to peers. This approach allows students to achieve equal understanding of the material more efficiently. Furthermore, it encourages students to be more engaged in speaking and sharing their thoughts. The strategy also supports students in recognizing specific details in a text, identifying main ideas, drawing conclusions, and improving their overall reading comprehension (Jermsittiparsert et al., 2021).

The advantages of the Jigsaw Strategy are that it is a cooperative learning method that can help improve reading skills and text comprehension for grade X students at the Darul Fattah Islamic Boarding School. This method can make students more active in learning, because they not only read but also discuss and explain the text to their peers. This process strengthens their understanding and helps them remember the content more effectively. In understanding recount texts, this strategy can help students analyze text structures, such as

orientation, events, and reorientation, while improving their understanding of the simple past tense, which is often a challenge in reading English texts. In addition, the Jigsaw Strategy can improve cooperation and social interaction, creating a more collaborative and supportive learning environment. With a more interesting and interactive approach, students become more motivated, confident, and better prepared to understand English texts.

The integration of visual media in teaching recount texts plays a crucial role in enhancing students' comprehension and engagement, particularly among X grade students at Darul Fattah Islamic Boarding School. One of the primary obstacles students encounter in learning recount texts is their limited vocabulary and difficulty in grasping text structures. Visual media serves as a supportive tool by providing contextual clues, enabling students to better understand word meanings and follow the narrative more easily. By incorporating images into lessons, students can connect words with visual representations, reducing their dependence on text-only explanations. This approach is particularly beneficial for recount texts, which narrate past events in chronological order. Visual aids help depict key moments in the story, making it easier for students to grasp the sequence of events. For instance, when analyzing historical events or personal experiences in recount texts, students can use images to visualize occurrences, reinforcing their understanding of the material.

Additionally, visual media enhances students' motivation and engagement in learning. Many students find reading English texts difficult and less appealing, especially when the content lacks visual elements. The inclusion of images makes lessons more interactive and stimulating, capturing students' interest and fostering active participation. Studies also indicate that the use of visual aids contributes to improved reading comprehension and better retention of information.

Based on the explanation above the researcher decided to take a study with the title "The Effect of Jigsaw Strategy With Picture Media on Students' Reading Comprehension in Recount Texts in Class X of Darul Fattah Islamic Boarding School".

METHOD

This research is an experimental research with a Quasi-Experimental type. There are two variables in this study, namely the independent variable and the dependent variable. The independent variable is the variable that is taught that causes the dependent variable. While the dependent variable is the variable that is identified as a result or outcome caused by the independent variable.

In this study, the independent variable is the teaching of reading comprehension of recount texts using the jigsaw strategy and the dependent variable is the effect of the jigsaw strategy on students' reading comprehension of recount texts. The sample in this study was divided into two groups, namely the experimental group and the control group.

Respondents

In this study, two classes were used as research samples, namely class X IIS with 20 students as an experimental class or a class taught using the jigsaw strategy and class X IPA with 20 students as a control class or a class taught using text only.

Instruments

In this study, the researcher used a reading comprehension test as a research instrument. Mufidah (2018) the test aims to determine a person's ability by testing his quality and knowledge. In this study, tests were given in the form of pre-test and post-test to the class group, namely the experimental group and the control group. The form of the test given is multiple choice (Mufidah et al., 2022).

Procedures

The quasi-experimental research procedure includes a pre-test, treatment, and post-test. First, both groups are given a pre-test. Then, the experimental group will be given treatment using the jigsaw strategy while the control group will not be given treatment with jigsaw. Finally, both classes are given a post-test to find out if there is a difference before and after treatment using the jigsaw strategy on students' reading comprehension.

Data Analysis

The researcher collects the students' test scores from both pre-test and post-test. The scores are analyzed statistically using the independent samples t-test to determine whether there is a significant difference in reading comprehension improvement between the experimental and control groups.

FINDINGS AND DISCUSSION

This study aimed to investigate the effect of the group discussion teaching method on students' reading comprehension of recount texts through the implementation of the Jigsaw strategy using picture media. The results were quite promising, indicating that the use of group discussion combined with the Jigsaw strategy and picture media had a positive impact on students' reading comprehension. To analysis the data, the researcher employed an Independent T-test, which produced a significance value of 0.000. This result indicates that the findings are statistically significant ($\rho < 0.05$), meaning there was a clear difference in reading comprehension between the experimental class—taught using the Jigsaw strategy with picture media—and the control class, which did not use this method. Furthermore, the experimental class showed greater improvement than the control class.

Therefore, it can be concluded that the group discussion method using the Jigsaw strategy and picture media had a positive effect on the reading comprehension of tenth-grade students at Darul Fatah Islamic Boarding School.

To answer the research question, "Is there any significant effect of using the group discussion teaching method through the Jigsaw strategy with picture media on students' reading comprehension of recount texts?", the researcher collected data through pre-tests and post-tests. In the experimental class, the total pre-test score was 1174 from 20 students, with the highest score being 77 and the lowest 43. The average score was 58.70. After the treatment, the total post-test score increased to 1630, with the highest score being 93 and the lowest 67, resulting in a mean score of 81.50. This indicates that students' reading comprehension of recount texts improved significantly after the application of the Jigsaw strategy with picture media.

In the control class, the total pre-test score was 1023, with the highest score being 73 and the lowest 37, resulting in an average score of 51.15. After being taught using conventional methods, the total post-test score increased to 1426, with scores ranging from 60 to 87 and an average of 71.30. Although some improvement was noted, it was not as substantial as in the experimental class.

The effect of the Jigsaw strategy using picture media is clearly reflected in the post-test results. The experimental class achieved a higher average score of 81.50, compared to 58.70 in the control class. These results indicate that the use of the Jigsaw strategy with picture media was highly effective in improving students' English reading comprehension, particularly in recount texts.

Based on these findings, it can be concluded that the use of the Jigsaw strategy with picture media had a significant and positive effect on students' reading comprehension of recount texts in the tenth grade at Darul Fatah Islamic Boarding School.

CONCLUSIONS

From the findings discussed in the previous chapter, it can be concluded that the use of the Jigsaw strategy with picture media significantly improves students' reading comprehension of recount texts. After implementing this strategy in Class X IIS of Darul Fatah Islamic Boarding School, the students in the experimental class achieved higher reading comprehension scores compared to those in the control class. The data analysis also revealed that more students in the experimental class obtained good scores than those in the control class. The average score of the experimental class after the implementation of the Jigsaw strategy with picture media was 81.50, while the average score of the control class, which was taught without this strategy, was 58.70. Furthermore, the significance value of the post-test

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result was 0.000, which is below the standard significance level of 0.05. This indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, the Jigsaw strategy with picture media has been proven effective in enhancing students' reading comprehension of recount texts. Therefore, it can be concluded that the Jigsaw strategy using picture media is an effective method for teaching reading comprehension of recount texts to tenth-grade students at MA PP Darul Fatah Islamic Boarding School. For further research, the results of this study can serve as a bridge to further research, expanding the research variables used to produce more accurate results.

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