Enhancing Students Reading Comprehension in Recount Text through Cooperative Learning Model of IX Grade SMP Negeri 1 Siantar

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Abstract

This research, entitled "Enhancing Students' Reading Comprehension in Recount Text through Cooperative Learning Model (Jigsaw) of IX Grade SMP Negeri 1 Siantar," aimed to determine whether the Jigsaw technique could improve students' comprehension of recount texts. The problem of this study was based on the students' difficulty in identifying main ideas, finding detailed information, and understanding the structure of recount texts. To address this issue, the Cooperative Learning Model through the Jigsaw technique was applied to encourage active participation and peer collaboration during the learning process. This study employed a **descriptive quantitative design** and involved **32 students of class IX-5** at **SMP Negeri 1 Siantar** in the academic year 2025/2026. The data were collected through a reading comprehension test consisting of 20 multiple-choice questions conducted in one meeting. The results showed that students' comprehension improved significantly after learning through the Jigsaw technique. The total pre-test score was **1,970** with a mean of **61.56 (Fair)**, and the post-test score increased to **2,560** with a mean of **80.00 (Good)**, showing an improvement of **30.02%**. The findings indicate that the Jigsaw technique effectively enhanced students' ability to identify main ideas, recognize text organization, and interpret vocabulary in context. Therefore, it can be concluded that the Cooperative Learning Model using the Jigsaw technique is an effective and engaging strategy for improving students' reading comprehension in recount texts

Keyword : Jigsaw technique, cooperative learning, reading comprehension, recount text, junior high school

INTRODUCTION

English is an international language that plays a vital role in communication, education, science, and technology. As stated by Crystal (2003), English has become a global language used by millions of people worldwide for both spoken and written interaction. In Indonesia, English is taught as a compulsory subject from junior high school to university with the aim of enabling students to master the four language skills: listening, speaking, reading, and writing. One of the important skills that students must master in learning English is reading comprehension, because it helps them to understand texts, gain knowledge, and apply information in real-life situations.

English is an international language that has become the main medium of communication among people from different countries and cultural backgrounds. It is widely used in science, technology, business, and education. Crystal (2003) states that English is a global language because of its wide range of users and functions around the world. Similarly, Harmer (2007) points out that English is not only used as a means of communication but also as a tool for individuals to access information, express ideas, and participate in global communities. In Indonesia, English is taught as a compulsory subject starting from junior high school up to university. The aim of teaching English is to help students develop communicative competence in the four language skills: listening, speaking, reading, and writing. Among these four skills, reading holds a particularly important role since it is the foundation for acquiring knowledge and understanding other subjects. Grabe and Stoller (2013) explain that reading is one of the most crucial skills for second language learners because it facilitates language input, vocabulary growth, and general academic development.

Reading comprehension is a fundamental skill in English Language Teaching (ELT) since it enables learners to acquire information, develop critical thinking, and apply knowledge in real-life contexts. According to Grabe and Stoller (2013), reading comprehension is not only the process of decoding words but also constructing meaning through interaction between the text and the reader. In the Indonesian junior high school curriculum, students are required to master various text genres such as descriptive, narrative, recount, report, and procedure texts.

However, many Indonesian students still struggle with reading comprehension. At the junior high school level, students often face difficulties in understanding texts required by the curriculum. In SMP Negeri 1 Siantar, Grade IX students in particular have problems with reading comprehension in recount texts. They struggle to identify the orientation, sequence of events, and re-orientation, as well as to understand the use of past tense verbs and chronological connectors. This situation indicates that conventional, teacher-centered methods are not effective in improving students' comprehension.

Reading is not a passive skill but an active process that requires readers to construct meaning from a text by integrating their prior knowledge with new information. According to Nunan (2003), reading comprehension is the ability to understand and interpret written material by connecting it with existing knowledge. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction between the reader and the text. Therefore, reading comprehension involves more than recognizing words and sentences; it requires understanding the main idea, identifying details, and interpreting the author's intention. However, despite the importance of reading, many students in Indonesia still face difficulties in understanding English texts. They often read words without fully grasping the

meaning, which results in poor comprehension.

Based on the *Kurikulum 2013 Revisi*, the English curriculum in Indonesia adopts a genre-based approach. This means that students are expected to master various types of texts such as descriptive, narrative, recount, report, and procedure texts (Kemendikbud, 2017). Each genre has its own structure, language features, and communicative purpose. Among these, **recount text** is one of the main genres taught to ninth-grade students in junior high schools. The purpose of a recount text is to retell past events or experiences in chronological order**. Gerot and Wignell** (1994) define recount text as a text type that retells past events for the purpose of informing or entertaining the reader. Similarly, Hyland (2003) emphasizes that recount text helps learners practice the use of simple past tense, temporal conjunctions, and adverbs of time. By learning recount texts, students are expected to understand how to identify the orientation, sequence the events correctly, and provide a re-orientation at the end of the story. Mastery of recount text contributes to students' ability to comprehend and produce written discourse effectively.

However, in practice, many students still have difficulty understanding recount texts. Research conducted by Fitriani (2020) found that students struggle to identify the generic structure and language features of recount texts, leading to low comprehension scores. This problem is also observed in many schools across Indonesia, including SMP Negeri 1 Siantar. During the researcher's *Praktik Pengalaman Lapangan (PPL)* at SMP Negeri 1 Siantar, it was observed that most ninth-grade students, particularly in classes IX-5, IX-6, and IX-7, had difficulties in comprehending recount texts. Students were unable to identify the main ideas, supporting details, and chronological order of events. They also tended to translate texts word by word without understanding the overall meaning. In addition, many students lacked

motivation and confidence during reading activities. They appeared passive and relied heavily on the teacher's explanations instead of trying to comprehend the text independently. This situation suggests that conventional teacher-centered teaching methods are not effective enough to improve students' reading comprehension.

According to Brown (2001), the teaching method used by a teacher has a significant influence on students' learning outcomes. Teachers are expected to use approaches that actively engage students in the learning process and encourage interaction among them. One of the approaches that can be applied to overcome students' reading comprehension problems is **Cooperative Learning**. Johnson and Johnson (1994) define cooperative learning as an instructional approach in which students work together in small groups to achieve common academic goals and help each other learn. Similarly, Slavin (2011) states that cooperative learning promotes academic achievement and motivation because it encourages positive interdependence and accountability among group members. In cooperative learning, students learn by discussing, explaining, and summarizing the material, which helps deepen their comprehension.

Among various cooperative learning techniques, the **Jigsaw technique** is particularly effective for teaching reading comprehension. This technique, introduced by Aronson (1978), divides a reading passage into several parts, and each student is responsible for understanding one part. Students then gather in "expert groups" to discuss their part before returning to their "home groups" to share what they have learned with their peers. This process allows each student to become both a learner and a teacher, fostering collaboration, responsibility, and deeper understanding. Lie (2008) explains that the Jigsaw technique develops students' sense of responsibility and social interaction, making the learning process more engaging and effective. In teaching recount text, the

Jigsaw technique can help students identify the orientation, events, and re-orientation of a text through discussion and peer teaching. This cooperative environment encourages students to actively participate and helps them build their comprehension together.

The application of cooperative learning is also supported by research findings. Gillies (2016) found that students who learn through cooperative learning tend to have higher levels of comprehension and motivation than those who learn individually. Moreover, Vygotsky's (1978) sociocultural theory supports the idea that learning occurs most effectively through social interaction. When students work together, they share knowledge, negotiate meaning, and co-construct understanding. This process not only enhances comprehension but also develops students' communication and critical thinking skills.

Based on these theoretical and practical considerations, it is essential to apply an appropriate teaching model to help students overcome their reading comprehension difficulties. The Cooperative Learning model, particularly the Jigsaw technique, offers a meaningful and interactive approach to improving students' understanding of recount texts. By engaging students in collaborative learning, teachers can create a classroom environment that supports both cognitive and affective development. Students become more motivated, responsible, and confident in expressing their understanding. Therefore, this study focuses on applying the Cooperative Learning model to enhance students' reading comprehension in recount texts at SMP Negeri 1 Siantar.

This research is expected to contribute to improving the quality of English language teaching and learning, especially in reading. It will provide teachers with an alternative approach to make reading lessons more interactive and student-centered. Furthermore, the findings of this study can serve as a reference for other educators who face similar challenges

in enhancing students' reading comprehension. In conclusion, this study entitled *"Enhancing Students' Reading Comprehension in Recount Text through Cooperative Learning Model of IX Grade SMP Negeri 1 Siantar"* aims to describe how the implementation of the Cooperative Learning model can enhance students' comprehension, motivation, and participation in reading activities.

LITERATURE REVIEW
1. Reading Comprehension

Reading comprehension is one of the essential skills in language learning. It is not merely the ability to read words but also to understand, interpret, and evaluate written texts. According to Grabe and Stoller (2011), reading comprehension is a process of constructing meaning through interaction between the reader and the text. This process involves decoding linguistic input and integrating it with prior knowledge and experiences. Similarly, Snow (2002) defines reading comprehension as the ability to extract and construct meaning simultaneously through interaction with written language.

In the context of English as a Foreign Language (EFL), students often struggle with comprehension because of limited vocabulary, unfamiliar grammatical structures, and lack of background knowledge. Pang et al. (2003) emphasize that successful reading comprehension requires several components, such as word recognition, fluency, and strategic processing. Therefore, teachers need to design reading activities that support students' active engagement and understanding. In this study, comprehension refers to students' ability to identify the main idea, find specific information, understand the structure, and interpret vocabulary meaning in recount texts.

2. Recount Text

A recount text is one of the genres taught in the Indonesian junior high school

English curriculum. Anderson and Anderson (2003) define a recount as a text that tells past events in the order in which they occurred. The purpose of a recount text is to retell experiences or events for the purpose of informing or entertaining the reader. The generic structure of a recount text consists of **orientation**, **events**, and **reorientation**. The **orientation** provides background information such as who, where, and when the events happened; the **events** describe what happened in chronological order; and the **reorientation** provides a personal comment or summary.

In learning recount texts, students are expected to identify sequence words such as *first*, *then*, *next*, and *finally*, and to understand the use of simple past tense as the dominant grammatical feature. However, many students still have difficulty understanding recount texts due to unfamiliar vocabulary and limited understanding of text organization. Therefore, teachers need to use interactive techniques that make reading more engaging and collaborative, such as the Cooperative Learning Model using the Jigsaw technique.

3. Cooperative Learning

Cooperative Learning is a student-centered teaching model that encourages learners to work together to achieve common academic goals. Slavin (2015) defines cooperative learning as an instructional method in which students work in small groups to help each other learn academic content. The key principles of cooperative learning include **positive interdependence**, **individual accountability**, **face-to-face interaction**, **interpersonal skills**, and **group processing** (Johnson & Johnson, 2019).

This learning model provides students with opportunities to develop both cognitive and social skills. According to Kagan (1994), cooperative learning increases students' motivation and achievement because it transforms the classroom into an interactive environment where students become active participants rather than passive listeners. It also fosters responsibility and teamwork, which are essential in language learning. In reading classes, cooperative learning allows students to share understanding, clarify difficult words, and discuss text meaning collaboratively.

4. The Jigsaw Technique

The Jigsaw technique is one of the most well-known strategies within the Cooperative Learning Model. It was first developed by Elliot Aronson in 1978. Aronson (2000) explains that the Jigsaw technique divides learning material into segments, and each student becomes an "expert" on one segment. After discussing the material in an *expert group*, students return to their *home group* to teach what they have learned to their peers. Through this process, every student contributes to the group's understanding and success.

The Jigsaw technique promotes interaction, active engagement, and accountability. According to Slavin (2015), it enhances comprehension because students process information more deeply when they explain it to others. Research by Fitriana (2022) and Suryani (2023) found that the Jigsaw technique improves students' reading comprehension and increases classroom participation. When applied to reading recount texts, this technique helps students to understand the chronological sequence, identify main ideas, and interpret vocabulary through peer explanation and discussion.

In this study, the Jigsaw technique was chosen because it encourages collaboration, equal participation, and deep processing of reading material. It helps students not only to comprehend the text but also to develop communication, teamwork, and confidence in learning English.

RESEARCH METHOD

This research used a descriptive quantitative method. According to

Sugiyono (2013:8), quantitative research is a research method based on the philosophy of positivism, used to examine specific populations or samples, collect data using research instruments, and analyze quantitative data statistically. This method was considered appropriate because this study aimed to describe and measure the improvement of students' reading comprehension in recount text after being taught through the Cooperative Learning Model. The descriptive quantitative approach helps to describe objectively the difference in students' scores before and after the treatment.

Research Design

This research employed a **descriptive quantitative design**, which aims to describe the improvement and the current state of students' reading comprehension after being taught through the Cooperative Learning Model using the Jigsaw technique. According to Creswell and Creswell (2021), descriptive quantitative research provides an objective description of a phenomenon using numerical data. This design was considered suitable for this study because it sought to measure students' comprehension performance through statistical analysis rather than to test a specific hypothesis or manipulate variables.

The focus of this study was to describe how the Cooperative Learning Model, particularly the Jigsaw technique, influenced students' comprehension of recount texts. By applying this design, the researcher was able to analyze the students' scores quantitatively, showing the degree of improvement in their understanding of recount texts. The data were presented in the form of mean scores, frequency distributions, and percentage categories. This approach was also used to identify which comprehension aspects such as identifying main ideas, finding specific information, and understanding text

organization students had mastered and which areas still required improvement.

The descriptive quantitative approach was chosen because it allowed for a clear and systematic presentation of data that objectively reflected students' comprehension achievement after the implementation of the Jigsaw technique.

Research Participants

The participants of this research were **32 students** of class **IX-5** at **SMP Negeri 1 Siantar** in the academic year 2025/2026. The class consisted of **14 male and 18 female students**. This class was selected through purposive sampling based on the English teacher's information that these students often experienced difficulties in reading comprehension, particularly in understanding recount texts.

The participants represented a heterogeneous group in terms of English proficiency, which made them suitable for implementing the Jigsaw technique. The researcher collaborated with the English teacher during the teaching and testing process to ensure accuracy and consistency in the data collection.

Instruments

The main instrument used in this research was a reading comprehension test. The test consisted of 20 multiple-choice questions designed based on recount texts from the ninth-grade English syllabus. Each question was scored as 1 point for a correct answer and 0 for an incorrect answer. Therefore, the maximum score was 20, which was converted to a percentage scale (0–100).

Data Collection

The data were collected through three main stages: pre-test, treatment, and post-test, all conducted in a single meeting during a regular English lesson. Before the treatment began, the students were given a pre-test to determine their initial level of reading comprehension. The text used for the pre-test was a recount text titled *"My*

Holiday to Lake Toba." The pre-test consisted of 20 multiple-choice questions and was completed in 30 minutes. After the pre-test, the Cooperative Learning Model using the Jigsaw technique was implemented.

Students were divided into five groups consisting of six to seven members. Each group received a different segment of

The Jigsaw activity took approximately 40 minutes. After completing the Jigsaw activity, students were given a post-test consisting of 20 multiple-choice questions based on the same text but with rearranged question order. The post-test aimed to measure students' improvement after the cooperative learning activity.

Data Analysis

The data obtained from the students' reading comprehension tests were analyzed using descriptive quantitative techniques, as suggested by Creswell and Creswell

a recount text titled *"An Unforgettable Experience."*

In the first phase, students worked in *expert groups* to understand their assigned sections. Then, they returned to their *home groups* to teach the material to their peers. During the discussion, the teacher guided students to identify main ideas, sequencing words, and details of the text.

(2021). This approach was used to describe the students' performance objectively by using numerical data derived from their test scores. The purpose of the analysis was to determine the overall level of students' reading comprehension in recount text and to measure the improvement that occurred after the implementation of the Cooperative Learning Model using the Jigsaw technique.

Each student's test score was calculated by assigning one point for every correct answer and zero for every incorrect answer. The total score was then converted into a percentage using the following formula:

$$\text{Score Percentage} = \frac{\text{Total Correct Answers}}{\text{Total Items}} \times 100$$

For example, a student who answered 16 out of 20 questions correctly obtained a score of 80. To interpret the students' achievement levels, the results were classified into four categories of comprehension, adapted from Hidayat and Sari (2024).

RESEARCH FINDINGS

After the data were collected and analyzed using the descriptive quantitative method, the results of the students' reading

comprehension tests were summarized in tables. The findings present the students' pre-test and post-test scores as well as the frequency distribution of their reading comprehension levels.

The pre-test was administered before applying the Cooperative Learning Model through the Jigsaw technique, while the post-test was given after the implementation. The comparison of students' pre-test and post-test scores is shown in Table below.

Table 1
Frequency Distribution

No	Interval	Frequency	%	Category
1.	85 – 100	59	28.36	Very Good
2.	75 – 84	93	44.71	Good
3.	65 – 74	37	17.78	Fair
4.	55 – 65	19	09.15	Bad
Total			208	100.00

Table 2. Students' Pre-Test and Post-Test Scores

No	Students' Initials	Pre-Test	Post-Test
1	AS	60	80
2	AJ	55	75
3	AF	65	85
4	AUB	60	80
5	AM	70	90
6	AJMD	60	80
7	AR	65	85
8	AAR	55	75
9	ASS	70	90
10	CLA	65	85
11	DAS	60	80
12	DT	55	75
13	DBS	65	85
14	ES	70	90
15	GTP	60	80
16	IM	55	75
17	IS	60	80
18	JR	70	90
19	LRS	65	85
20	MEL	60	80
21	MAA	55	75
22	NP	70	90
23	NZH	65	85
24	PJ	60	80
25	PLO	55	75
26	RH	70	90
27	RLS	65	85
28	VKS	60	80
29	FJ	55	75

No	Students' Initials	Pre-Test	Post-Test
30	VD	70	90
31	WM	60	80
32	YP	65	85
Total		1,970	2,560
Mean		61.56	80.00

From Table 2, it can be seen that the total score of the students in the pre-test was 1,970, while the total post-test score was 2,560. The mean score increased from **61.56** to **80.00**, indicating a **significant improvement** in students' reading comprehension after learning through the Jigsaw technique. This improvement

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represents an increase of approximately **30.02%**, moving the overall category from *Fair* to *Good*.

To provide a clearer description of students' comprehension levels, the frequency distribution of the pre-test and post-test results is presented in Table 3 below

Tabel 3. Frequency Distribution of Students' Reading Comprehension Levels

No.	Score Range	Frequency (Pre-Test)	%	Frequency (Post-Test)	%	Category
1	86–100	0	0.00	8	25.00	Excellent
2	76–85	2	6.25	18	56.25	Good
3	60–75	24	75.00	6	18.75	Fair
4	Below 60	6	18.75	0	0.00	Poor
Total		32	100.00	32	100.00	

Based on Table 3, As shown in Table 3, before the implementation of the Jigsaw technique, the majority of students (75%) were categorized as *Fair*, and 18.75% were still in the *Poor* category. Only a small number (6.25%) were categorized as *Good*, and none were in the *Excellent* category. After the application of the Cooperative Learning Model using the Jigsaw technique, there was a significant improvement in students' comprehension levels. More than half of the students (56.25%) achieved the *Good* category, while 25% reached the *Excellent* category. No students remained in the *Poor* category.

The results of the quantitative analysis demonstrate that the Jigsaw technique had a positive impact on students' reading comprehension. The cooperative structure of the learning process encouraged active participation, mutual discussion, and peer explanation, which helped students construct meaning from the text more effectively. During the learning activity, students interacted in groups, shared their understanding of the text, clarified difficult vocabulary, and discussed the sequence of events in the recount. This collaborative engagement helped them develop deeper comprehension and retain information better.

The descriptive quantitative analysis clearly shows that students' reading comprehension improved significantly after being taught through the Cooperative Learning Model using the Jigsaw

technique. The increase in mean score from *Fair* to *Good* and the upward shift in comprehension levels across all students confirm the effectiveness of this learning approach. The findings align with previous research by Fitriana (2022) and Suryani (2023), which also concluded that the Jigsaw technique enhances comprehension, motivation, and active learning in EFL classrooms. Therefore, the application of the Jigsaw technique can be considered an effective method to improve students' reading comprehension in recount texts.

DISCUSSION

This study aimed to determine whether the application of the Cooperative Learning Model through the Jigsaw technique could enhance the students' reading comprehension of recount texts at SMP Negeri 1 Siantar. The data were obtained from the results of the pre-test and post-test, which were analyzed using descriptive quantitative methods.

Based on the analysis presented in the previous section, the total score of the students in the pre-test was 1,970, and the total score in the post-test increased to 2,560. The class mean score improved from 61.56 (Fair) to 80.00 (Good). This increase shows that the students' reading comprehension improved significantly after they were taught using the Jigsaw technique.

Table 3 in the Data Analysis section also revealed a clear improvement in the frequency distribution of students' comprehension levels. Before the treatment, 75% of students were in the *Fair* category, 18.75% were in the *Poor* category, and only 6.25% were in the *Good* category. After the implementation of the Jigsaw technique, 56.25% of students achieved the *Good* category, and 25% reached the *Excellent* level, while none remained in the *Poor* category.

These findings demonstrate that the Jigsaw technique was effective in helping students better understand recount texts. During the implementation, students showed higher engagement and motivation. They participated actively in group discussions, shared information with peers, and worked together to identify main ideas and details of the text. The collaborative environment encouraged students to express their opinions and ask questions, which helped them construct meaning more effectively.

The improvement in students' comprehension can also be observed in the aspects measured in the test. Most students performed well in identifying main ideas, recognizing text structure, and finding specific information. Their vocabulary understanding also improved as they learned words contextually through peer explanations during group discussions. The cooperative learning process helped them clarify meanings and relate the content of the text to their prior knowledge.

The descriptive data analysis further showed that the students' level of comprehension shifted from *Fair* to *Good*, with a 30.02% increase in the mean score. This improvement suggests that the Jigsaw technique successfully created an interactive and supportive learning environment that promoted deeper comprehension.

The results of this study provide strong evidence that the Cooperative Learning Model through the Jigsaw technique can effectively improve students' reading comprehension in recount texts. The increase in students' mean score from 61.56 to 80.00 demonstrates that cooperative learning had a positive and measurable impact on students' understanding of English texts.

The success of the Jigsaw technique in this research can be attributed to several factors. First, the technique promotes active

student participation. Instead of listening passively to the teacher's explanations, students were encouraged to interact with their peers, exchange ideas, and teach each other. This aligns with Slavin's (2015) theory, which states that cooperative learning increases motivation and engagement by giving students shared responsibility for their learning. During the Jigsaw activity, each student became an "expert" on one part of the text, which gave them a sense of responsibility to understand the material thoroughly before explaining it to others. This process enhanced comprehension because it required both careful reading and clear explanation.

Second, the collaborative nature of the Jigsaw technique supported peer learning and communication. According to Johnson and Johnson (2019), cooperative learning encourages positive interdependence, where students rely on each other to complete a task successfully. In this study, students were motivated to help their group members understand the recount text because their group's overall success depended on everyone's contribution. As they worked together, students clarified vocabulary meanings, corrected misunderstandings, and identified key ideas collectively. This social interaction helped them retain information more effectively than in traditional teacher-centered reading instruction.

Third, the interactive reading process in the Jigsaw activity helped students develop comprehension strategies. They practiced identifying the structure of recount texts orientation, events, and reorientation while discussing the text segments with their peers. This not only improved their structural understanding but also strengthened their ability to recognize sequencing words, such as *first*, *then*, and *finally*, which are essential in recount writing and comprehension. These findings are consistent with Anderson and Anderson's (2003) view that understanding the organizational structure of a recount text aids comprehension by helping students predict and connect events logically.

The results of this study are also supported by previous research. Fitriana (2022) found that the use of the Jigsaw technique improved students' reading comprehension significantly, as it made learning more interactive and reduced student anxiety during reading tasks. Similarly, Suryani (2023) concluded that cooperative learning encourages peer support and motivation, which positively affect students' engagement and comprehension levels. Both studies align with the findings of the current research, confirming that cooperative learning through the Jigsaw technique is highly effective in EFL reading instruction.

In addition to improving comprehension, the Jigsaw technique also enhanced students' soft skills, such as teamwork, confidence, and communication. Many students who were previously reluctant to participate in class became more active when discussing with peers. The group learning structure encouraged them to voice their opinions and listen to others' perspectives. This change in classroom dynamics created a more enjoyable and productive learning environment. Students reported feeling more motivated and less afraid of making mistakes, as they learned together with their classmates rather than being judged individually.

Overall, the findings of this study demonstrate that the Cooperative Learning Model using the Jigsaw technique is an effective and engaging method for teaching reading comprehension in recount texts. The positive results evidenced by the significant increase in mean score and the shift in comprehension categories confirm that the Jigsaw technique helps students develop not only reading comprehension skills but also collaborative learning habits.

In conclusion, the implementation of the Jigsaw technique successfully improved the students' reading comprehension at SMP Negeri 1 Siantar. The cooperative learning environment fostered interaction, responsibility, and mutual support among students, resulting in better comprehension performance. This finding suggests that English teachers are encouraged to adopt the Jigsaw technique as an alternative strategy to make reading lessons more active, enjoyable, and effective in developing students' comprehension of English texts, particularly recount texts.

CONCLUSION

Based on the findings and discussion of this research, it can be concluded that the Cooperative Learning Model through the Jigsaw technique significantly improved the students' reading comprehension in recount texts at SMP Negeri 1 Siantar, particularly in class IX-5. The data analysis showed that the students' mean score increased from **61.56** in the pre-test to **80.00** in the post-test, with an overall improvement of approximately **30.02%**. This result indicates that the students' comprehension level improved from the *Fair* category to the *Good* category after the implementation of the Jigsaw technique.

The improvement was evident not only in the numerical data but also in the students' active participation and engagement during the learning process. The cooperative learning environment created through the Jigsaw technique encouraged students to discuss, share, and explain their understanding of the recount text to their peers. This interaction helped them clarify difficult vocabulary, identify main ideas, and understand the structure and meaning of the text more effectively.

The success of the Jigsaw technique in this study can be attributed to its emphasis on collaboration, responsibility, and peer teaching. Each student became an "expert" on a section of the text and contributed to their group's overall understanding. This approach increased motivation and fostered a sense of accountability among students, resulting in better comprehension outcomes.

Furthermore, the findings of this research support previous studies that have demonstrated the positive effects of cooperative learning on students' reading performance. The Jigsaw technique not only improved students' reading comprehension but also enhanced their confidence, communication skills, and teamwork in the classroom.

Therefore, it can be concluded that the Cooperative Learning Model using the Jigsaw technique is an effective and engaging method to enhance students' reading comprehension in recount texts. It is recommended that English teachers apply this technique as an alternative approach to make reading activities more interactive and meaningful. By implementing cooperative strategies like the Jigsaw technique, students can develop both cognitive and social skills that contribute to their overall success in language learning.

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