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THE IMPLEMENTATION OF THE JIGSAW STRATEGY WITH DIGITAL STORYBOOKS IN LEARNING READING OF NARRATIVE TEXT

Cahya Almaretha¹, Vina Nurviyani², Jauhar Helmie³

cahyaalmaretha@gmail.com¹

jauharh Helmie@unsur.ac.id²

vinanurviyani@unsur.ac.id³

Suryakancana University, Cianjur

ABSTRACT

This study aimed to explore the implementation of the Jigsaw strategy with digital storybooks in teaching narrative reading and to examine students' responses to its use. The study used a qualitative research design and involved 20 tenth-grade students at a senior high school. Data were collected through classroom observations, questionnaires, and document analysis, then analyzed using Miles and Huberman's qualitative data analysis model. The findings showed that the Jigsaw strategy with digital storybooks was implemented through the five stages of Collaborative Learning: Engagement, Exploration, Transformation, Presentation, and Reflection. During these stages, students understood the main ideas of narrative texts, identified story elements and text structure, discussed difficult vocabulary with their peers, worked together to reconstruct the story, presented their ideas, and reflected on their learning. The results also showed that students had positive affective, cognitive, and behavioral responses. They became more interested and motivated to learn, improved their understanding of narrative texts, and actively participated in discussions, shared ideas, asked questions, and worked well with their classmates. Overall, the Jigsaw strategy with digital storybooks helped improve students' reading comprehension and created a more engaging and collaborative English learning environment.

Keywords: Jigsaw Strategy, Digital Storybooks, Reading Comprehension, Narrative Text, Collaborative Learning



INTRODUCTION

Reading is considered one of the most important skills in learning English as a Foreign Language (EFL) because it supports both language learning and students' overall development. In English classrooms, reading helps students gain information, expand their vocabulary, and build knowledge that supports their learning (Chrisbianto Sachran & Aeni, 2022; Septiani *et al.*, 2023). It also gives students opportunities to experience English in meaningful contexts, helping them learn new vocabulary and understand language patterns more naturally (Harmer, 2007). However, many students still experience difficulties in reading comprehension. They often find it challenging to understand the main ideas and detailed information in a text because of limited vocabulary, lack of background knowledge, poor concentration, memory problems, and difficulties in decoding words (Gedik & Akyol, 2022; Muslim, 2020). These difficulties also reduce students' participation in classroom discussions and make it harder for them to understand reading materials (Rivera & Aggabao, 2020). As a result, many students depend on word-for-word translation, which limits their ability to think critically and understand the message the author wants to deliver (Chrisbianto Sachran & Aeni, 2022).

However, although reading is an essential skill, many students still experience difficulties in understanding English texts. They often find it hard to identify the main ideas and specific information because of several challenges. Students commonly face reading comprehension problems, such as difficulty decoding words, limited vocabulary, and insufficient background knowledge (Muslim, 2020). Students with reading difficulties may also experience poor concentration, short-term memory problems, emotional challenges, limited eye-hand coordination, and difficulty organizing a story into a logical sequence (Gedik & Akyol, 2022). These difficulties affect students' ability to follow classroom discussions because they often struggle to understand the reading materials being discussed (Rivera & Aggabao, 2020). As a result, many students depend on word-for-word translation when reading English texts, which reduces their ability to think critically, understand the writer's intended message, and read more fluently (Chrisbianto Sachran & Aeni, 2022).

To address the reading comprehension difficulties students face, teachers need to use more engaging, student-centered learning strategies, rather than relying solely on traditional, teacher-centered instruction (Helmie n.d.). One widely recommended strategy is the Jigsaw strategy. Developed by Aronson and his colleagues in 1971, the Jigsaw strategy is a cooperative learning technique that encourages students to work together and depend on one another to achieve shared learning goals (Yuliani, 2019). In this strategy, students are first divided into home groups, then into expert groups, where each member studies a specific part of the material before returning to their home group to share and explain that information to their classmates (Rido Azmi *et al.*, 2023).



Previous research has shown that the Jigsaw strategy fosters positive interdependence, active participation, peer interaction, and the development of social skills (Apriana & Dianti, 2020). In reading activities, this strategy also creates a supportive learning environment where students can help one another understand unfamiliar vocabulary, making the reading process more enjoyable, interactive, and less stressful (Herman *et al.*, 2020; Bu'ulolo Jeny Enjelika, 2024).

In recent years, combining cooperative learning with digital media has become an important approach in education. One example is the integration of the Jigsaw strategy with digital storybooks. Digital storybooks are learning media that combine narrative texts with multimedia features, such as pictures, audio, music, and animations (Sari *et al.*, 2025; Nurhidayah & Wibowo, 2025; Al Zahra, 2024). These multimedia features can attract students' attention, reduce the difficulty of reading English texts, support their thinking skills, and help them understand the story more easily through visual and audio support (Harpiyani *et al.*, 2022; Nurhidayah & Wibowo, 2025). When combined with the Jigsaw strategy, digital storybooks provide meaningful learning materials that encourage students to discuss different parts of the story, share ideas, and present their understanding to their classmates (Helmie 2019).

The combination of the Jigsaw strategy and digital storybooks is ideal for teaching narrative texts. Narrative texts, such as folktales, fairy tales, and legends, are written to tell a story by presenting events in a logical sequence (Hidayatullah, 2022). Their primary purpose is to entertain readers while sharing meaningful experiences through engaging stories (Safa & Wicaksono, 2022). The use of digital storybooks helps students understand the general structure of narrative texts including the orientation, complication, and resolution as well as their linguistic features in a more engaging and interactive way. As a result, students can expand their vocabulary and improve their reading comprehension more effectively (Khoir *et al.*, 2024).

The use of the Jigsaw strategy together with digital storybooks is closely related to the principles of Collaborative Learning, particularly the Collaborative Problem Solving (CPS) model. This approach views learning as a process in which students build knowledge through interaction, discussion, and cooperation with their peers. In this study, the learning activities followed the five stages of the CPS model proposed by Talakua & Takaria (2020), Engagement, Exploration, Transformation, Presentation, and Reflection. These stages provide students with opportunities to activate their prior knowledge, explore learning materials, develop understanding through collaboration, communicate their ideas, and reflect on their learning experiences. The implementation of these stages is supported by constructivist learning theories proposed by Vygotsky (1978), Bruner (1960), Piaget (1952), and Dewey (1938), which emphasize that meaningful learning develops through active participation, social interaction, and reflection.



Numerous studies have investigated the use of the Jigsaw strategy in English language learning, yielding positive outcomes across various skills. For instance, previous studies found that the Jigsaw strategy significantly improved students' reading comprehension at the university level by promoting peer teaching and active participation (Haddina *et al.*, 2025; Jumadi *et al.*, 2025). Other studies have also reported its effectiveness in improving students' speaking skills, self-confidence, and vocabulary learning (Jumadi *et al.*, 2025; Rahayu *et al.*, 2024). There is a noticeable gap in the literature regarding the specific combination of the Jigsaw strategy with digital storybooks, particularly in the context of teaching narrative texts to high school students who still struggle with basic reading comprehension (Helmie and Sumitra 2024).

To bridge this gap, this study focuses on exploring the use of the Jigsaw strategy integrated with digital storybooks to improve reading skills, with a particular focus on narrative texts at the high school level. Specifically, this study aims to: (1) investigate the application of the Jigsaw strategy with digital storybooks in teaching narrative text reading through the lens of the Collaborative Problem-Solving stages, and (2) explore students' affective, cognitive, and behavioral responses to the use of this integrated approach. By addressing these objectives, this study hopes to provide strong pedagogical insights for teachers to diversify their teaching materials and stimulate students' interest in reading.

METHOD

Research Design

This study employed a qualitative case study design to explore students' experiences and responses toward the implementation of the Jigsaw strategy combined with digital storybooks in learning narrative text reading. The case study approach was selected to provide a comprehensive and in-depth understanding of the collaborative learning phenomenon within a bounded system, specifically focusing on the classroom dynamics and students' cognitive, affective, and behavioral responses during the learning process.

Research Setting and Participants

The research was conducted at a Senior High School, specifically involving class X-D, during the second semester of the 2025/2026 academic year. The data collection spanned three 90-minute learning sessions held in April 2026 (April 13, 14, and 21). The participants comprised 20 tenth grade students and one English teacher. The teacher acted as the primary implementer of the Jigsaw strategy in the classroom, while the researcher served as an observer to monitor the teaching and learning process.

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Tenth-grade students were purposively selected because narrative text is a core component of their English curriculum, making them the appropriate subjects to observe the implementation of the proposed strategy.

Data Collection

To ensure methodological triangulation and data credibility, data were gathered using three instruments:

1. Observation

Direct classroom observations were conducted across the three sessions to monitor the implementation of the Jigsaw strategy. The observation focused on student engagement, interaction, and participation across the collaborative learning stages (Engagement, Exploration, Transformation, Presentation, and Reflection), as well as their ability to identify narrative text elements. Field notes and structured observation checklists were utilized to record the data.

2. Questionnaire

An open-ended questionnaire consisting of 15 items was administered to the 20 students via Google Forms after the learning sessions. Presented bilingually (English and Indonesian) to ensure comprehension, the questionnaire was divided into two parts: seven items exploring students' learning experiences and implementation perceptions, and eight items assessing their cognitive, affective, and behavioral responses toward the Jigsaw strategy and digital storybooks.

3. Document Analysis

Documents analyzed included lesson plans, classroom documentation (photos and screenshots), and students' written assignments. The written assignments, specifically the students' written retellings of the digital storybook "*Sangkuriang*," were evaluated to assess their reading comprehension indirectly. A structured rubric covering four aspects generic structure, vocabulary, grammar, and punctuation was used to score the written retellings and measure their comprehension of the narrative text.

Data Analysis

The collected qualitative data were analyzed using the interactive model proposed by Miles (2014), which consists of three concurrent flows of activity:

1. Data Condensation



The researcher selected, focused, and simplified the raw data from field notes, observation checklists, and questionnaire responses. Irrelevant information was excluded, and the remaining data were coded into key themes, such as student engagement patterns and specific cognitive, affective, or behavioral responses.

2. Data Display

The condensed data were organized into descriptive summaries, thematic categories, and tables. For the document analysis, students' writing scores based on the rubric were tabulated to identify overall patterns in their reading comprehension and narrative text reconstruction skills.

3. Conclusion Drawing and Verification

The researcher extracted meaning from the displayed data to answer the research questions. The initial conclusions were continuously verified through methodological triangulation cross checking the observation notes, questionnaire responses, and document analysis to ensure the credibility, consistency, and validity of the findings.

RESULT AND DISCUSSION

The Implementation of Jigsaw Strategy with Digital Storybooks

The implementation of the Jigsaw strategy integrated with digital storybooks in learning narrative text reading was systematically carried out through five stages of Collaborative Problem Solving (CPS): Engagement, Exploration, Transformation, Presentation, and Reflection.

During the Engagement and Exploration stages (Meeting 1), the digital storybook served as a crucial visual scaffold. The teacher displayed a folktale video and the digital storybook of "*Sangkuriang*" via a projector. The multimedia features (animations and illustrations) successfully captured students' attention and helped them grasp the general context of the story. Students collaboratively identified the generic structures of the narrative text (orientation, complication, and resolution) and the moral values. This aligns with Vygotsky's (1978) Social Constructivism and Bruner's (1960) Discovery Learning, where visual tools and active exploration help learners build initial schemas before diving into complex texts.

The main learning activities took place during the Transformation stage (Session 2). At this stage, the Jigsaw strategy, through the use of Expert Groups and Home Groups, promoted positive interdependence among students, encouraging them to work collaboratively and rely on one another to achieve shared learning goals (Johnson & Johnson, 2015). In the Expert Groups, students discussed the assigned parts of the narrative text, such as the orientation or complication, to understand the main ideas and



clarify unfamiliar vocabulary. After that, they returned to their Home Groups to share what they had learned and work together to reconstruct the complete story. This process changed the learning environment from teacher-centered instruction to student-centered learning, where students became responsible for explaining the material to their peers. This finding is consistent with Piaget's theory of cognitive development, which explains that students build new understanding through the processes of assimilation and accommodation as they interact with others and integrate new information into their existing knowledge.

During the Presentation and Reflection stages (Session 3), students demonstrated their understanding by presenting and retelling the story of *Sangkuriang* in the correct sequence, followed by reflecting on their learning experiences. Although some students were still shy and lacked confidence when speaking, most of them were able to retell the story from beginning to end in the correct order. These activities are consistent with Dewey's (1938) view that learning is a social process in which students develop knowledge through communication, shared experiences, and reflective thinking.

In addition, the document analysis supported the findings from the classroom observations. Students showed a strong understanding of the generic structure of narrative texts, as all five groups received the highest score (5/5) for organizing the orientation, complication, and resolution correctly. However, their performance in vocabulary and grammar was at a moderate level, with scores ranging from 3 to 4. Some minor errors in grammar and punctuation were still found, such as using incorrect past tense forms (e.g., writing *return* instead of *returned*). These findings suggest that the combination of the Jigsaw strategy and digital storybooks was effective in helping students understand the overall structure and meaning of narrative texts. However, students still need guidance from teachers to improve their grammar, vocabulary, and punctuation accuracy.

Students' Responses toward The Implementation of Jigsaw Strategy with Digital Storybooks

Triangulation of observation, questionnaire, and document analysis revealed that students exhibited overwhelmingly positive responses toward the implementation of the Jigsaw strategy combined with digital storybooks. These responses can be categorized into three main domains: affective, cognitive, and behavioral.

First, when looking at the students' affective responses, the integration of digital storybooks significantly boosted students' interest, motivation, and emotional connection to the lesson. Students shared that they felt much more excited and less bored compared to traditional reading methods. For instance, Student 1 stated, "*I felt very excited and happy. Using a digital storybook made the story come alive with its visuals, and working in a group made the difficult parts easier to understand.*"



Similarly, Student 6 noted, *“Digital storybooks are much more engaging because they feature visuals and interactive elements that keep readers from getting bored, unlike plain text.”* This positive emotional reaction fits perfectly with Eagly and Chaiken’s (1998) concept of the affective component of attitude, which focuses on how learners feel and react emotionally during a learning experience. The supportive and visually engaging environment created by the digital storybooks aligns well with Vygotsky’s (1978) theory, making students feel more eager and willing to dive into the material.

Second, regarding cognitive responses, most students felt that the Jigsaw method really boosted their reading comprehension, helped them organize the story better, and made it easier to remember what they read. They shared that breaking the story into smaller, easier pieces during their Expert Group sessions and then discussing those pieces with their Home Groups made it much easier to figure out tricky words and predict what would happen next in the story. Student 3 explained, *“I identified the text structure by discussing each part of the story with my group, such as orientation, complication, and resolution. We looked at the beginning, problem, and ending of the story together.”* This active thinking process fits perfectly with Bruner’s (1960) Discovery Learning Theory, which points out that students learn best when they actively explore and build knowledge on their own, focusing more on the actual journey of learning rather than just the final result. Furthermore, the teamwork involved allowed them to figure out meanings together, which aligns well with Piaget’s theory of cognitive development specifically the ideas of assimilation and accommodation. In simple terms, talking and working with their peers helped them adjust their mental frameworks to easily take in and understand new information. As a result, students built positive beliefs about how well this method works for them, which perfectly reflects the cognitive (or thinking) side of their attitude toward learning (Eagly & Chaiken, 1998) as cited in (Garcia-Santillan *et al.*, 2012).

Third, students also showed positive behavioral responses through their active participation and collaboration during the learning process. They were actively involved in group discussions, shared information with their peers, and willingly presented the results of their group work. One student (Student 15) explained, *“I actively participate by listening to my friends’ opinions, sharing my own thoughts, asking questions when I am confused, and helping the group summarize our findings.”* This finding supports by Fredricks *et al.*, (2004), behavioral engagement is reflected in students’ active participation and involvement in learning activities. The Jigsaw strategy also encouraged students to work together and support one another, reflecting the principle of positive interdependence proposed by (Johnson & Johnson, 2015). In addition, during the Reflection stage, 18 of the 20 students expressed their willingness to use the Jigsaw strategy with other reading texts in the future. This finding is consistent with Dewey’s (1938) view that learning develops through communication,



shared experiences, and reflection.

Comparison with Previous Studies

The findings of this study are in line with previous research and provide additional insights. Similar to the studies by Saud *et al.*, (2024) and Tayyeh & Al-Owaidi, (2024) this study found that the Jigsaw strategy helps improve students' reading comprehension by encouraging them to discuss, understand, and explain the learning materials to their peers. However, unlike those studies, which used printed texts with university students, this study combined the Jigsaw strategy with digital storybooks in a senior high school classroom. The use of digital storybooks provided visual and audio support that helped increase students' interest, reduce difficulties in reading English texts, and encourage more positive affective responses. In addition, while Haddina *et al.*, (2025) and Jumadi *et al.*, (2025) reported that the Jigsaw strategy improved students' speaking skills and self-confidence, the present study shows that the strategy also supports students' understanding of narrative texts, especially in identifying text structures and reconstructing story content. However, students still need teacher guidance to improve their grammar and punctuation.

Overall, the findings suggest that combining the Jigsaw strategy with digital storybooks creates a highly interactive learning environment that comprehensively caters to students' affective, cognitive, and behavioral needs, transforming them from passive readers into active, collaborative meaning-makers.

CONCLUSION

This study investigated the implementation of the Jigsaw strategy combined with digital storybooks in teaching narrative text reading and explored students' responses toward the approach. The findings lead to several key conclusions.

First, the implementation of the Jigsaw strategy through the five stages of Collaborative Problem Solving (Engagement, Exploration, Transformation, Presentation, and Reflection) effectively supported students' reading comprehension. Digital storybooks provided visual support that helped students understand narrative texts from the beginning of the learning process. During the Transformation stage, the Jigsaw strategy encouraged students to teach one another, discuss the text collaboratively, and work together to reconstruct the generic structure of the narrative.

Second, students demonstrated highly positive affective, cognitive, and behavioral responses. The digital storybooks significantly enhanced their interest and motivation, reducing the anxiety often associated with reading English texts. Cognitively, students felt the strategy helped them decode complex narratives, identify text structures, and retain information. Behaviorally, the collaborative nature of the Jigsaw method promoted active engagement, peer interdependence, and a strong willingness to apply



the strategy to future reading tasks.

Based on these conclusions, several pedagogical implications are proposed. English teachers are highly recommended to utilize the Jigsaw strategy integrated with digital storybooks as an innovative alternative for teaching reading, particularly for narrative texts. Teachers should carefully select digital media with appropriate language levels and engaging visuals to maximize student interest. Furthermore, while celebrating students' success in text organization and comprehension, teachers should provide targeted mini-lessons on grammar and punctuation during the Reflection stage to refine their linguistic accuracy.

Finally, this study has certain limitations, particularly regarding the small sample size (20 students) and the specific focus on narrative texts. Therefore, it is recommended that future researchers conduct larger mixed-method or experimental studies to measure the strategy's impact on specific reading sub-skills, or to test its efficacy across different text genres (e.g., recount, report, or descriptive texts) and educational levels. The document analysis also showed that most students were able to organize the narrative structure correctly, achieving the highest score (5/5) in this aspect. However, some students still made minor errors in grammar and punctuation, suggesting that these language aspects still need further improvement.

Second, students showed positive affective, cognitive, and behavioral responses throughout the learning process. The use of digital storybooks increased students' interest and motivation, making them feel more comfortable and engaged when reading English texts. From a cognitive perspective, students believed that the Jigsaw strategy helped them understand narrative texts, identify text structures, and remember important information more effectively. In terms of behavior, the collaborative activities encouraged students to participate actively, work together with their peers, share ideas, and show a willingness to use the strategy in future reading activities.

Based on these findings, several pedagogical implications can be suggested. English teachers are encouraged to use the Jigsaw strategy together with digital storybooks as an alternative approach to teaching reading, especially narrative texts. Teachers should select digital storybooks that match students' language levels and include attractive visual features to increase students' interest and engagement. In addition, although students showed good understanding of narrative text structures and story content, teachers should continue providing guidance on grammar and punctuation, particularly during the Reflection stage, to improve students' language accuracy.

This study also has several limitations. It involved only 20 students and focused only on narrative texts, so the findings cannot be generalized to all learning contexts. Therefore, future studies are recommended to involve larger numbers of participants and apply mixed-method or experimental research designs to examine the effectiveness



of the Jigsaw strategy using digital storybooks. Future researchers may also investigate its use with other text types, such as recount, report, or descriptive texts, and at different educational levels.

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