



Jigsaw Method in Increasing Students' Interest in English Language Learning at MA Al-Khoirot

Ula Na'matul Afifah^{1*}, Mulis²

^{1,2} Universitas Al-Qoalm Malang, Indonesia

ulanamatulafifah21@alqolam.ac.id^{*}, mukhlis@alqolam.ac.id²

Korespondensi Penulis: ulanamatulafifah21@alqolam.ac.id^{*}

Abstract. Low student interest in learning English remains a challenge in many Islamic senior high schools, particularly in rural areas where teacher-centered instruction is still dominant. One strategy proposed to address this issue is the Jigsaw method, a cooperative learning approach that emphasizes student collaboration, responsibility, and peer teaching. This classroom action research was conducted at Madrasah Aliyah Al-Khoirot to examine the effectiveness of the Jigsaw method in increasing students' interest in learning English, specifically in descriptive text material. The participants consisted of 31 eleventh-grade students, and the study was implemented in two cycles following the Kemmis and McTaggart model. Data were collected through observation, questionnaires, interviews, and tests. The findings showed that the Jigsaw method significantly improved student engagement and learning outcomes. The percentage of students who achieved the minimum passing grade (KKM) increased from 35.48% in the pre-cycle to 77.42% in the second cycle. Additionally, 86.4% of students responded positively to the use of the Jigsaw method, citing increased motivation, understanding, and cooperation. Observation results also revealed active participation, especially in peer explanation and group discussions. Based on these findings, the Jigsaw method is considered effective in fostering student interest, promoting active learning, and creating a more interactive classroom environment. It is therefore recommended as an alternative strategy to enhance English learning motivation in Islamic senior high school settings.

Keywords: Classroom Action Research; Descriptive Text; English Learning; Jigsaw Method; Student Interest

Abstrak. Minat siswa yang rendah dalam belajar Bahasa Inggris masih menjadi tantangan di banyak SMA Islam, terutama di daerah pedesaan di mana pembelajaran yang berpusat pada guru masih dominan. Salah satu strategi yang diusulkan untuk mengatasi masalah ini adalah metode Jigsaw, pendekatan pembelajaran kooperatif yang menekankan kolaborasi siswa, tanggung jawab, dan pengajaran sebaya. Penelitian tindakan kelas ini dilakukan di Madrasah Aliyah Al-Khoirot untuk menguji efektivitas metode Jigsaw dalam meningkatkan minat siswa dalam belajar Bahasa Inggris, khususnya pada materi teks deskriptif. Partisipan terdiri dari 31 siswa kelas sebelas, dan penelitian ini dilaksanakan dalam dua siklus mengikuti model Kemmis dan McTaggart. Data dikumpulkan melalui observasi, kuesioner, wawancara, dan tes. Temuan menunjukkan bahwa metode Jigsaw secara signifikan meningkatkan keterlibatan siswa dan hasil belajar. Persentase siswa yang mencapai nilai kelulusan minimum (KKM) meningkat dari 35,48% pada pra-siklus menjadi 77,42% pada siklus kedua. Selain itu, 86,4% siswa memberikan respons positif terhadap penggunaan metode Jigsaw, dengan menyebutkan adanya peningkatan motivasi, pemahaman, dan kerja sama. Hasil observasi juga menunjukkan adanya partisipasi aktif, terutama dalam penjelasan teman sejawat dan diskusi kelompok. Berdasarkan temuan tersebut, metode Jigsaw dinilai efektif dalam menumbuhkan minat siswa, mendorong pembelajaran aktif, dan menciptakan lingkungan kelas yang lebih interaktif. Oleh karena itu, metode ini direkomendasikan sebagai strategi alternatif untuk meningkatkan motivasi belajar bahasa Inggris di lingkungan SMA Islam.

Kata Kunci: Metode Jigsaw; Minat Siswa Pembelajaran Bahasa Inggris; Penelitian Tindakan Kelas; Teks Deskriptif

1. INTRODUCTION

English is an important subject in higher education as it provides students with global communication skills and access to wider academic resources Tayirovna (2024). Despite its importance, students often show a lack of interest in learning English, which is influenced by

factors such as traditional teacher-centered methods, limited opportunities for active engagement, anxiety about making mistakes, and the perception that English is a difficult subject Al-Roud (2024). These issues negatively impact their motivation and achievement Kassem (2018).

Many students display low levels of enthusiasm and motivation, which can be observed through passive participation during lessons, minimal interaction in class discussions, and reluctance to complete assignments or practice language skills Yesmambetova (2019) As a result, their learning achievement and language performance suffer. Student interest is closely tied to their willingness to engage with the material. Sarumaha (2023) suggests that students who are interested in a subject will be more active in class and achieve better outcomes.

English teachers in Madrasah Aliyah (MA) often rely on lecture and translation methods, limiting student interaction. Ryan et al. (2022) highlight that such methods do not develop communicative competence. This underlines the importance of applying innovative methods that can motivate students to participate actively in class, especially in MA contexts where classroom engagement varies widely.

One such innovative strategy is the Jigsaw method. Jigsaw learning, a multipurpose group learning structure, can be applied across various subjects and educational levels to foster both individual accountability and positive interdependence. This collaborative approach increases student motivation and interest by actively involving learners in the process. According to **Elliot Aronson in 1971**, the creator of the Jigsaw technique, students act as essential “puzzle pieces” whose success depends on their cooperation, which builds confidence and reduces social barriers. **Johnson and Johnson in 1994** emphasized that effective cooperative learning requires structured interaction, clear group goals, and individual accountability, which are all key elements of the Jigsaw method. Similarly, **Mesch in 1991** explained that Jigsaw works because students must “help each other learn,” which reinforces not only academic understanding but also a sense of shared responsibility. These theoretical foundations are also supported by more recent findings, such as Alfirmidus et al. (2025) and Rahmah et al. (2023), who reported that Jigsaw promotes student engagement, collaboration, and a supportive learning environment.

Kurmiatillah (2018) conducted a quasi-experimental study at MAN 12 Jakarta to examine the impact of the Jigsaw technique on students' reading comprehension of descriptive texts. The study involved two groups of tenth-grade students: one treated using the Jigsaw method and the other taught conventionally. In the experimental class, students

were divided into expert and home groups where each member became responsible for a specific section of the text. After discussing the material in their expert groups, students returned to their home groups to teach what they had learned to their peers. This peer teaching process encouraged active participation, mutual responsibility, and deeper understanding of the descriptive content. Post-test results revealed that the experimental group achieved a significantly higher average score than the control group. The findings demonstrated that the Jigsaw method effectively improved students' comprehension of descriptive texts by fostering collaborative learning and individual accountability.

In a study at MA Al-Hikmah 1 Brebes, Habiburrahman et al. (2024) explored students' perceptions of the Jigsaw method using a mixed-method approach. Seventy-five students completed questionnaires, and follow-up interviews were conducted to gain deeper insights. The results showed overwhelmingly positive student responses, stating that the method helped them understand the material better, stay more motivated, and enjoy the learning process.

Zakaria (2020) applied a quasi-experimental method at MAN 2 Bekasi to compare the effectiveness of Jigsaw and traditional instruction in teaching reading comprehension. The sample consisted of two classes of second-grade students. The results indicated a marked improvement in the experimental class, not only in reading scores but also in classroom participation.

Although conducted at a junior Islamic school, the study by Zulyanis and Natasha (2024) remains relevant to the Madrasah Aliyah context. They investigated the use of the Jigsaw technique to improve students' reading comprehension in English classes. Using a classroom action research (CAR) model, the researchers found a consistent increase in student performance over multiple cycles. Students became more engaged and confident when they were assigned specific roles in expert groups.

However, most of these studies were conducted in public or urban schools and focused more on cognitive aspects such as grades or reading comprehension. There are still few studies that specifically examine the application of the Jigsaw method in Madrasah Aliyah (MA), especially those in rural areas, and its influence on affective aspects such as students' interest in learning. This is a crucial research gap that needs to be addressed to help overcome students' low learning outcomes in English, especially in Islamic senior high school contexts.

This study seeks to contribute to the existing body of research by examining the effectiveness of the Jigsaw method not only from a cognitive perspective, but also by

focusing on students' affective responses—particularly their interest in learning English. While most previous studies have been conducted in urban or general education contexts, this research is specifically situated in a rural Islamic senior high school (MA), where traditional lecture-based methods are still predominant.

2. THEORETICAL REVIEW

Students' Perception

Perceptions of events significantly influence judgments, including views on education. Students' perceptions of learning experiences can influence their decision to attend an institution and indirectly contribute to academic success. Remali et al. (2015) emphasize the importance of considering students' individual perspectives when designing learning experiences. Haman et al. further categorized learning perceptions into three primary dimensions: challenge, interest, and delivery method.

Jigsaw Strategy

Jigsaw learning is a collaborative approach that encourages students to share information and build a comprehensive understanding of a topic. By working in groups and becoming experts on specific aspects, students actively participate in the learning process. This cooperative learning strategy fosters collaboration and accountability among learners, helping them feel more confident and engaged in their roles as learners. It has been described by Brown, D (2003) and Haryudin & Argawati (2018).

then Co-operative learning, including Jigsaw, is a flexible and adaptable method that can improve academic performance, critical thinking, problem solving, and social skills. It relies on five key components: individual responsibility, group interaction, encouraging positive interdependence, teaching interpersonal skills, and reflecting on group processes. Research shows that Jigsaw improves academic performance, reduces anxiety, and increases self-esteem. The method encourages students to take over responsibility for their education, fostering a comprehensive understanding of the subject matter. It also encourages the development of important life skills such as communication and time management through collaborative group work. The jigsaw strategy hones the ability to question, provide feedback, and think critically, ultimately improving cognitive skills, especially problem-solving and analysis, leading to improved academic performance Khairunnisa Dwinalida & sholeh setiaji (2020).

The jigsaw approach in classroom instruction is a method that encourages students to take ownership of their learning, fostering a deeper understanding of the subject matter. Active engagement in the learning process is crucial for constructing robust knowledge. The jigsaw strategy also cultivates essential interpersonal skills, such as effective communication, time management, and teamwork. It also fosters critical thinking and problem-solving abilities by synthesizing information from diverse perspectives. Peer-to-peer instruction enhances communication skills, including questioning and constructive feedback

3. METHOD

This study uses a Classroom Action Research (CAR) design that refers to the Kemmis and McTaggart model (1988), which consists of four stages in each cycle, namely: planning, acting, observing, and reflecting. The research was conducted in two cycles, each consisting of two meetings which aimed to improve learning in a sustainable manner and increase students' interest in learning English, especially descriptive text. This CAR model is widely used to improve learning practices directly in a natural classroom setting (Ningsih & Septiani (2021).

This research was conducted at MA Al-Khoirot, located at Jl. KH Syuhud Zayyadi No. 01, Karangsono, Malang, and involved 31 grade XI students who were selected based on the results of initial observations that showed low student interest in learning English. The selection of participants was done in collaboration with the subject teacher.

To collect data, researchers used a mixed methods approach, namely quantitative and qualitative methods. Quantitative instruments in the form of pre-test and post-test were used to measure the improvement of student learning outcomes, while qualitative instruments in the form of observation sheets, learning interest questionnaires, student and teacher interviews, and field notes were used to capture the dynamics of student engagement during the learning process. Data validity was enhanced through triangulation techniques Sugiyono (2020).

Quantitative data was analysed descriptively to calculate the average student score, the percentage of students who reached the Minimum Completion Criteria (KKM), and the frequency distribution of scores. This approach does not use inferential statistical tests such as t-test, but only compares pre-test and post-test results to see the trend of improving learning outcomes (Ary et al. 2020). Meanwhile, qualitative data was analysed using thematic analysis technique to identify common patterns such as students' motivation, engagement, and cooperation in the learning process with the Jigsaw method Burns (2018).

The success of the action in this study was determined by the following criteria: an increase of at least 20% in students' interest in learning scores, active participation of at least 75% in group discussions and presentations, and positive responses from interviews and observations. The learning interest indicators used include behavioural, emotional, and cognitive aspects of students ahmawati & Yusuf (2022).

Finding

The results of this study include the following three things 1). The quality of the learning process of writing skills in the quality of the learning process of writing ability in descriptive text through the Cooperative Type Jigsaw method of Ma Al Khoirot class XI students in the academic year 2025; 2). The quality of the learning outcomes of writing in descriptive text through the Cooperative Type Jigsaw method of the XI grade students of Ma Al Khoirot in the 2025 academic year; 3). Improvement of learning outcomes of writing ability in descriptive text through Cooperative Type Jigsaw method of grade XI Ma Al Khoirot students in the academic year 2025.

This study aims to enhance students' XI level understanding of Descriptive Text using Jigsaw method, conducted in a single session, focusing on cognitive, effective, and psychomotor aspects of students through pre-test and post-test, observational data, and learning activities.

Therefore, this research is aimed at improving students' understanding of descriptive text through the Jigsaw learning method, which involves planning, task implementation, observation, and reflection.

Learning Process Questionnaire Results

To find out students' responses to English learning using the Jigsaw method, the researcher distributed a questionnaire consisting of 10 statements to 31 students of class XI MA Al-Khoirot. Each statement has four answer choices, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The purpose of this questionnaire is to explore the extent to which the Jigsaw method influences students' interest, involvement, understanding, and motivation in learning, especially in Descriptive Text material.

After all the data was collected, the researcher processed the answers from each respondent and calculated the total frequency of each answer choice. The results of the

recapitulation are then presented in the following diagram to facilitate understanding of the overall tendency of student responses.

The following is a pie chart showing the distribution of student responses to the application of the Jigsaw method:

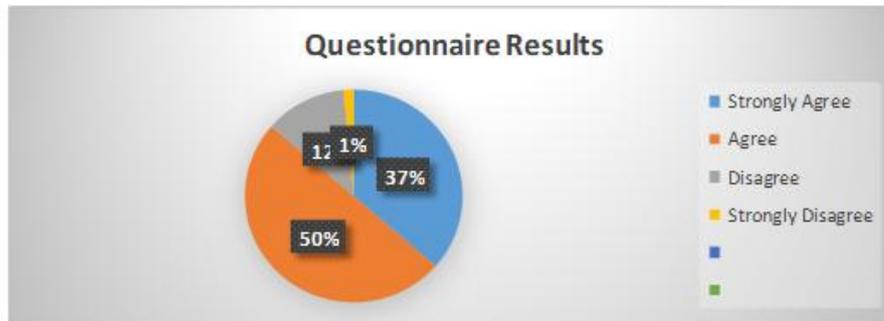


Diagram 1. Summary of Questionnaire Results

Based on the chart above, the questionnaire data filled out by 31 students of class X of SMA Negeri 1 Purwokerto, this shows that most students feel a strong positive impact from the implementation of the Jigsaw method. They feel more motivated in following English lessons, more active during group discussions, are able to understand Descriptive Text material better, become more confident and responsible for the material they are studying. then this percentage reflects that this method makes students feel actively involved and is fun for them. For the agree response there are 168 agree responses with an average of 54.2%, this is the largest category. This means that the majority of students feel that the Jigsaw method is effective and worthy of use in learning. Although not all feel very enthusiastic, it still shows that this method is well received and provides positive benefits. They feel this method is more interesting than the lecture method, Students feel helped by collaboration in expert and home groups. With a combination of SA and A reaching 93.9%, this shows very good acceptance of the Jigsaw method.

Disagreement responses As many as 41 responses stated disagreement with an average of 13.2%. This needs to be analyzed further. Possible causes: Students are less active or uncomfortable working in groups, Lack of understanding of the Jigsaw concept, Group dynamics that are not yet effective (e.g., group members do not contribute evenly), Although the number is small, there needs to be reflection or technical improvements in the implementation of the Jigsaw method, so that all students can be maximally involved. And for strongly disagree responses Only 5 responses stated strongly disagree with an average of 1.6%. This shows that only a very small number of students really feel that this method is not suitable. However, this minority opinion is still important to note so that no students feel left behind. With Total positive responses (SA + A): 86.4%, indicating that the majority of

students responded positively to learning with the Jigsaw method. This method not only helps understanding Descriptive Text material, but also: Increases a sense of responsibility., Strengthens communication and cooperation skills. Makes the learning process more active and enjoyable.

then the Jigsaw method is effective in increasing students' interest in learning and creating a collaborative and interactive learning atmosphere. This is in line with Mas's research results which concluded that the application of the Jigsaw strategy has a positive impact on students' interest and learning outcomes.

Learning Planning Process

a) cycle I

The implementation of Cycle 1 in this Classroom Action Research begins with the planning stage, where the researcher prepares a Jigsaw-based lesson plan, forms original groups and expert groups, prepares media in the form of descriptive texts, and student worksheets. In addition, pre-test and post-test research instruments are also prepared. The action stage is carried out in three meetings, with the active application of the Jigsaw method in class XI MA Al-Khoirot. Students study the material in expert groups, then return to their original groups to convey their learning outcomes. During this process, the researcher observes student activities such as asking questions, giving opinions, explaining to friends, and collaborating, all of which show quite high participation, especially in the aspect of explaining to friends. After the action is carried out, the researcher reflects on the results of the first cycle, which shows an increase in the number of students achieving KKM from 35.48% in the pre-cycle to 48.4% in cycle I. Although not yet optimal, these results show significant progress.

b) cycle II

In Cycle 2, the action was continued as a form of follow-up to the reflection on the first cycle which showed that despite the improvement, there were still 51.6% of students who had not reached the Minimum Completion Criteria (KKM). Therefore, planning in Cycle 2 was carried out with several improvements, such as revising lesson plans, strengthening the teacher's role in guiding less active groups. The learning implementation still used the Jigsaw model, where students worked in expert groups to explore certain parts of the text, then returned to the original group to convey the material to their friends. Observations during this cycle showed an increase in student activity in asking questions, discussing, explaining and cooperating. The Cycle 2 post-

test results showed a significant improvement, with 24 out of 31 students (77.42%) achieving a score of ≥ 75 , which means the majority of students have understood the material well. The final reflection showed that the Jigsaw method in the second cycle succeeded in creating a more active, collaborative, and fun learning atmosphere, and was able to increase students' interest and learning outcomes in Descriptive Text material. Since the success indicators had been achieved, the research was stopped in this cycle.

Process Of Data Analysis

Data analysis of the learning process was conducted to determine the extent to which teacher and student activities during the application of the Jigsaw method in Descriptive Text learning were effective and supported the increase in student interest and learning outcomes. Data was obtained through direct observation of classroom activities, field notes, and interviews with students and teachers. Observations covered aspects of students' involvement in group discussions, their ability to understand and explain the parts of the text they learnt, as well as the co-operative attitude between group members. and The observation results showed that most students showed high enthusiasm in participating in the learning process. They were active in the discussion, shared their understanding with their group mates, and showed an attitude of responsibility towards the part of the text they were assigned. The teacher also played an active role as a facilitator, guiding group discussions, giving directions individually and classically, and encouraging students to think critically. The classroom atmosphere became more lively and communicative compared to previous learning. Interaction between students increased, and the learning process was two-way. Based on these data, it can be concluded that the learning process using the Jigsaw method not only increases student participation, but also creates a collaborative, active and fun learning environment.

Learning Process Observation Results

This study conducted observations of student and teacher activities during learning, which showed that most students actively participated in discussions, provided good Descriptive Text, and cooperated effectively, and (Hermawan, B., Regina 2019) stated that the Jigsaw technique increased students' activeness in working together, discussing, and understanding reading.

To determine the extent of student involvement in learning using the Jigsaw method, observations were made of student learning activities based on four main indicators, namely: Actively Asking Questions, Giving Opinions, Explaining to Friends, and Cooperating. Each indicator is scored using a scale of 1 to 4, where a score of 4 indicates excellent engagement.

The following is a graph showing the average score of student activity on each observation indicator during the learning process:

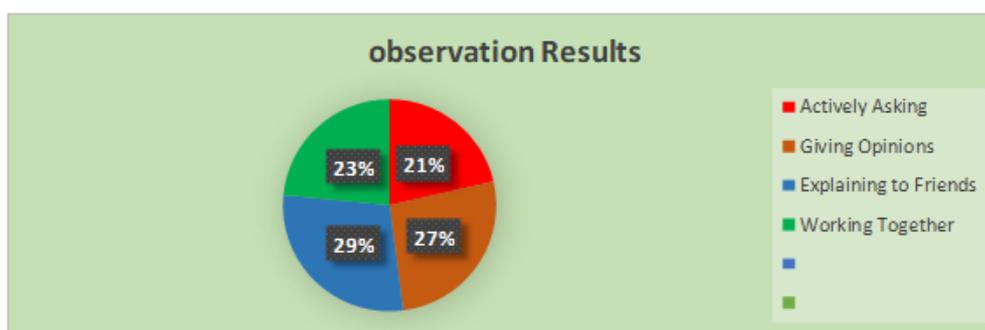


Diagram 1. Summary of observation results

Based on the observation diagram above, students' learning activities using the Jigsaw method, it can be seen that students show a fairly high level of participation in all observed indicators. The graph displays the average score of the four main indicators, namely:

Actively Asking Questions, Giving Opinions, Explaining to Friends, and Cooperation, with a rating scale of 1 to 4. The highest average score is on the 'Explaining to Friends' indicator with a value of 3.68, which indicates that students are very active in conveying and reteaching the material they have mastered to their group members. This is very much in line with the main principle of the Jigsaw method which emphasises peer-to-peer learning and individual responsibility for the material. The second highest score is on the 'Giving Opinions' indicator with a score of 3.42, which shows that students are quite confident and motivated to express their opinions in group discussions.

The 'Cooperation' indicator also showed good results with an average of 3.06, indicating that most students were able to work together effectively, although there were still some students who needed guidance in group coordination. The indicator with the lowest score was 'Actively Asking Questions', which was 2.74, indicating that although students were quite active, there were still some who were less confident or hesitant to ask questions during the activity.

Overall, this observation data confirms that the Jigsaw method successfully promotes active learning, interaction between students, and high learning engagement. These results support the notion that cooperative learning strategies not only improve academic

achievement, but also develop important social skills such as communication and cooperation.

Student Improvement Results

a) pre-cycle

This study aims to increase student interest by using the jigsaw method in class XI Ma Al Khoirot. and From the various problems that researchers found in the pre-action, researchers concluded that the focus of the problem lies in the low interest in learning of class XI students. The following are the pre-action student completion scores and the average score of class XI students ma al khoirot, the first cycle or during the pre-action.

Table 1. Students' Mastery Scores Prior to the Implementation of the Action.

criteria	pre-action learning outcomes	
	number of students	Percentage
Complete: 75-100	11	35.48%
not complete: <75	20	64.52%
Total:	31	100%

Based on the results of the pre-test given to 31 students, it is known that 11 students (35.48%) scored above or equal to the Minimum Completion Criteria (KKM) of 75. Meanwhile, 20 students (64.52%) scored below the KKM.

This shows that before being given a certain treatment or learning method, most students have not reached the expected level of mastery of the material. This data becomes an important basis for designing more effective learning interventions, such as the use of the Jigsaw method, to improve student learning outcomes at a later stage.

b) first cycle

After teaching and learning activities using the Jigsaw method were carried out in class XI in the first cycle, an overview of student learning outcomes in English lessons was obtained. This picture is taken from the test results which are used to see the extent to which students understand the material that has been delivered. The following is an explanation of student learning outcomes:

Table 2. Students' Mastery Scores in the First Cycle.

criteria	post-action learning outcomes cycle 1	
	number of students	Percentage
Complete: 75-100	15	48.4%
not complete: <75	16	51.6%
Total:	31	100%

Based on the table above, the results of the analysis of cycle 1 post-test scores that have been given to 31 students, it is known that 15 students obtained scores above or equal to the Minimum Completion Criteria (KKM), which is 75. This shows that around 48.4% of students have reached or exceeded the set competency standards.

Meanwhile, there were 16 students (51.6%) who scored below the KKM. Thus, although almost half of the students have achieved mastery, there are still more than half of the students who need further attention. This can be a reference for researchers to re-evaluate the learning strategies used, as well as consider follow-up such as intensive guidance or repetition of material to improve student learning outcomes evenly.

c) second cycle

After the learning activities using the Jigsaw method were carried out for class XI students in the second cycle, an overview of student learning outcomes in English subjects was obtained. This picture was taken from the test results which were used to measure the extent of students' understanding of the material that had been delivered. The following is an explanation of student learning outcomes in the second cycle:

Table 3. Students' Mastery Scores in the Second Cycle.

criteria	post-action learning outcomes cycle 2	
	number of students	Percentage
Complete: 75-100	24	77,42%
not complete: <75	7	22,58%
Total:	31	100%

Based on the table above, the results of the analysis of post-test scores that have been given to 31 students, it is known that 24 students obtained scores above or equal to the Minimum Completion Criteria (KKM), which is 75. This shows that around 77.42% of students have reached or exceeded the set competency standards.

Meanwhile, there were 7 students (22.58%) who scored below the KKM. This condition shows that most students have understood the material well after the learning took place, although there are still some who need further attention and assistance.

This achievement can be an indicator that the learning method used - such as the Jigsaw method - has a positive impact on improving student learning outcomes. Teachers can use this data as a reference to provide more targeted follow-up learning for students who have not reached the KKM.

In conclusion, this study found that the use of the jigsaw method can increase the learning interest of Ma Al Khoirot class XI students. as supported by (Thi Yen, Ngoc Khue, and Thu Trang 2023) study.

Analysis and Reflection

From the results of this study, it can be seen that the Jigsaw type cooperative learning model is proven to be able to improve the learning outcomes of English language students in class XI, even though it has only been applied in one cycle. This can be seen from the higher grades achieved. The number of students who have reached the KKM has also increased compared to before. This research shows that even in the first cycle, we got good results, with student participation reaching 75%, so there was no need to continue to the next cycle. However, this model can still be improved to make learning more effective and efficient in the future.

Comparison of Action Results

student pseudo-cycle recap

Table 4. Recapitulation of Students' Learning Mastery from Pre-Cycle to Cycle II.

Criteria	Pre-cycle		Cycle 1		Cycle 2	
	Students	Percentage	Students	percentage	Students	percentage
Complete: 75-100	11	35.48%	15	48.4%	24	77,42%
Not complete: <75	20	64.52%	16	51.6%	7	22,58%
Total	31	100%	31	100%	31	100%

The table explains that in the initial stage (pre-cycle), the number of students who achieved learning completeness (score ≥ 75) was only 11 students or 35.48% of the total participants. Meanwhile, there were 20 students or 64.52% who were still incomplete. This shows that the majority of students have not understood the material well and require intervention through improved learning strategies.

After taking action in the first cycle, there was an increase in learning outcomes. Students who achieved completeness increased to 15 students or 48.4%, while those who were not complete decreased to 16 students or 51.6%. This indicates that the actions implemented began to show results, although not yet significant.

The most significant development occurred in the second cycle. The number of completed students jumped to 24 students or 77.42%, and the number of incomplete students decreased drastically to only 7 students or 22.58%. This shows that the learning method used is likely the Jigsaw strategy in this case succeeded in effectively improving student understanding.

Therefore, the increase in the number of students who achieved mastery from 35.48% (pre-cycle) to 77.42% (cycle 2) reflects that the actions taken in each cycle had a positive

impact on student learning outcomes. The learning strategy applied proved to be able to reduce the number of students who were not yet complete consistently in each cycle. Thus, the Classroom Action Research (PTK) process carried out can be said to have succeeded in significantly improving student learning outcomes.

4. DISCUSSION

The findings of this study support the effectiveness of the Jigsaw method in increasing students' interest and engagement in learning English, particularly in mastering Descriptive Text. The data obtained from observations, questionnaires, and test results demonstrate a significant improvement in both student participation and academic performance. From the **questionnaire results**, 123 responses (36.5%) indicated *Strongly Agree*, and 168 responses (49.9%) indicated *Agree*, bringing the total percentage of positive responses to **86.4%**. This overwhelming majority reflects that students not only welcomed the Jigsaw method but also felt that it helped them become more interested and active in class. Many students mentioned they felt more confident, responsible, and motivated when learning through peer collaboration, which is the core of the Jigsaw model.

The **observation data** further reinforce these findings. Four key aspects were observed: *Actively Asking Questions*, *Giving Opinions*, *Explaining to Friends*, and *Working Together*. The highest score (111 points or 29%) was recorded under *Explaining to Friends*, indicating that students actively participated in peer teaching, a hallmark of the Jigsaw strategy. *Giving Opinions* scored 103 points (27%), *Working Together* 91 points (23%), and *Actively Asking Questions* 83 points (21%). Although “asking questions” scored the lowest, the overall trend still shows that students were highly involved in learning activities, with the majority achieving scores in the “good” or “very good” category based on the 4-point scale used in observation.

From a cognitive perspective, student mastery of the Descriptive Text material also improved significantly. Before the intervention, only **11 students (35.48%)** met the minimum passing grade (KKM). After implementing the Jigsaw method, that number increased to **15 students (48.4%)** in Cycle I and jumped to **24 students (77.42%)** in Cycle II. This demonstrates a steady and meaningful improvement in students' learning outcomes.

The success of the Jigsaw strategy in this study aligns with previous research (e.g., Agustina et al., 2019; Abdillah et al., 2023), which reported increased student engagement and motivation in English language learning when using cooperative techniques. The method fosters a student-centered environment, promotes mutual responsibility, and helps students

feel more accountable for their learning process. These characteristics create a more enjoyable and effective learning atmosphere, especially in a Madrasah Aliyah context where traditional teacher-centered methods are still common.

In conclusion, this study provides further empirical support for the application of the Jigsaw cooperative learning model in English classes. The data show that the method not only increases interest and participation but also improves academic outcomes, collaboration skills, and classroom dynamics. Teachers are encouraged to adopt and adapt the Jigsaw method to meet the needs of their students, especially in environments where student motivation is initially low.

The results of this study indicate that the application of the Jigsaw method has a positive impact on increasing student interest and learning outcomes. The application of the Jigsaw method in particular is proven to be effective in increasing the learning interest of grade XI MA Al-Khoirot students on Descriptive Text material. This can be seen from the real changes in the aspects of student learning involvement. Based on the observation results, the indicator “explaining to friends” obtained the highest score with an average of 3.68, which shows that students actively act as peer tutors which is a characteristic of the Jigsaw method. In addition, the indicator “giving opinions” obtained a score of 3.42, which reflected students' courage to speak and discuss in groups. Even the aspects of “cooperating” and “asking questions” scored 3.06 and 2.74 respectively, indicating that students' interaction and participation increased overall.

The effectiveness of this method is also reinforced by the questionnaire results which showed that 86.4% of students responded positively to learning with the Jigsaw model. They stated that learning became more fun, interactive, and helped them understand the material better. This improvement is not only affective, but also cognitive. From the evaluation results, the number of students who achieved a score ≥ 75 (KKM) increased from 11 students (35.48%) in the pre-cycle to 24 students (77.42%) in cycle II. This increase of 41.94% reflects that the Jigsaw method is not only interesting, but also has a direct impact on the achievement of learning outcomes.

With high student involvement in asking questions, discussing, explaining and working together, the Jigsaw method in particular is able to create an active, cooperative and fun classroom atmosphere. This makes Jigsaw a very relevant strategy to be applied in English language learning at Madrasah Aliyah level, especially to increase students' interest and understanding of descriptive texts. This result is in line with the findings of Agustina et

al. (2019) and Abdillah et al. (2023), who stated that Jigsaw is able to increase students' engagement and motivation in English language learning.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussions, it can be concluded that the implementation of the **Jigsaw cooperative learning model** significantly increases students' interest and engagement in English language learning, especially in mastering **Descriptive Text**. The method encourages active participation, peer collaboration, and a sense of responsibility among students.

Evidence from the study shows:

- a) An increase in students' learning mastery, from **35.48%** in the pre-cycle to **77.42%** in the second cycle.
- b) Positive student responses, with **86.4%** expressing agreement or strong agreement that the Jigsaw method was effective and enjoyable.
- c) Observation data confirming high student involvement, especially in explaining materials to peers, which reflects the effectiveness of the Jigsaw strategy in fostering meaningful learning.

The Jigsaw method not only improves academic outcomes but also promotes essential skills such as communication, cooperation, and self-confidence. Thus, it is an appropriate and impactful learning strategy, particularly in contexts where traditional teacher-centered methods dominate and student interest is initially low.

Suggestion

Based on the findings and conclusions of this study, the following suggestions are proposed to maximize the impact of the Jigsaw method in English language learning: **For English Teachers** are encouraged to consistently apply the Jigsaw learning model as an alternative strategy to increase students' engagement and interest. Teachers should be well-prepared with clear group structures, relevant materials, and active monitoring to ensure all students participate fairly in both expert and home groups. **For Students** are advised to take an active role in group discussions, be responsible for mastering their assigned material, and support their peers during collaborative learning. Active participation will help develop their communication, critical thinking, and self-confidence. **For Future Research** studies are encouraged to apply the Jigsaw method to other language skills such as speaking or writing,

and across different grade levels or school types. Comparative studies between Jigsaw and other cooperative learning models may also provide deeper insights into the most effective strategies for English language instruction.

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