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The Influence of Jigsaw Technique on Students' Reading Comprehension of Narrative Texts at Insan Madani Susoh Middle School

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Abstract

Although reading comprehension is vital in English learning, many students still struggle with narrative texts.This study examined how the Jigsaw technique affects narrative reading comprehension at SMP IT Insan Madani Susoh. Using a quantitative, pre-experimental one-group pre-test and post-test design, the research involved 60 purposely selected eighth-grade students.Data were collected via a multiple-choice reading test before and after the treatment to assess students' ability to identify main ideas, detailed information, vocabulary, events sequence, and moral values.The results showed a significant increase in the students' mean score from 57.50 to 80.25, while those meeting the Minimum Passing Criteria rose from 16.67% to 90%. Statistical analysis confirmed the data were normally distributed, and a Paired Samples t-test revealed a significant difference between pre-test and post-test scores (Sig. 2-tailed < 0.001). Additionally, the average N-Gain was 0.5529, classified as moderate. Thus, the Jigsaw technique effectively improves students' narrative reading comprehension and is highly recommended for junior high school classrooms
Keywords: Jigsaw Technique, Reading Comprehension, Narrative Text, Cooperative Learning, EFL Students.

Abstrak

Meskipun pemahaman bacaan sangat penting dalam pembelajaran bahasa Inggris, banyak siswa yang masih mengalami kesulitan dalam memahami teks naratif. Penelitian ini mengkaji bagaimana teknik Jigsaw mempengaruhi pemahaman bacaan naratif di SMP IT Insan Madani Susoh. Dengan menggunakan desain penelitian kuantitatif pra-eksperimental satu kelompok yang melibatkan tes awal dan tes akhir, penelitian ini melibatkan 60 siswa kelas delapan yang dipilih secara sengaja. Data dikumpulkan melalui tes membaca pilihan ganda sebelum dan sesudah perlakuan untuk menilai kemampuan siswa dalam mengidentifikasi ide utama, informasi terperinci, kosakata, urutan peristiwa, dan nilai-nilai moral. Hasil penelitian menunjukkan peningkatan yang signifikan pada nilai rata-rata siswa dari 57,50 menjadi 80,25, sementara persentase siswa yang memenuhi Kriteria Lulus Minimum meningkat dari 16,67% menjadi 90%. Analisis statistik mengonfirmasi bahwa data terdistribusi secara normal, dan uji t sampel berpasangan menunjukkan adanya perbedaan yang signifikan antara skor pra-tes dan pasca-tes (Sig. dua sisi < 0,001). Selain itu, nilai N-Gain rata-rata sebesar 0,5529, yang diklasifikasikan sebagai moderat. Dengan demikian, teknik Jigsaw secara efektif meningkatkan pemahaman membaca naratif siswa dan sangat direkomendasikan untuk diterapkan di kelas-kelas sekolah menengah pertama.
Kata kunci: Teknik Jigsaw, Pemahaman Bacaan, Teks Naratif, Pembelajaran Kooperatif, Siswa EFL.

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INTRODUCTION

In the modern era of globalization, mastering a foreign language serves as a crucial competency for students, especially within educational spheres. As a school subject, English is vital for broadening access to knowledge, unlocking global interaction, and retrieving information. Consequently, English instruction must be delivered efficiently to optimize learning goals. Language acquisition involves four foundational competencies: listening, speaking, reading, and writing. Among these, reading holds a critical position since it enables learners to gather information, comprehend textual messages, and sharpen analytical thinking skills. This aligns with Manikandan et al. (2018), who emphasize that

proficient reading is a cornerstone of academic success in language learning.

However, in reality, students' English reading comprehension skills are still low. Many students find it difficult to identify the main ideas and understand the meaning of the texts they read. This issue usually occurs due to a lack of reading interest, limited vocabulary, and unengaging teaching methods. This is in line with Astarilla et al. (2015), who state that reading comprehension skills are crucial for students to understand information from English texts effectively. Therefore, a concrete solution is needed to overcome these learning obstacles in the classroom.

Fundamentally, reading comprehension represents the capacity to process, interpret, and extract the core message embedded within a written text. Syafitri et al. (2021) further clarify that this process demands an understanding of textual main ideas, contextual backgrounds, and general structures. In EFL contexts, narrative texts are frequently utilized. These texts present chronological stories designed to entertain readers while presenting underlying moral lessons. Even though these stories are naturally interesting, numerous students still struggle to digest them. They frequently read without fully grasping the underlying plot, which hinders the achievement of instructional objectives. Therefore, creative and engaging teaching approaches are required to boost students' reading performance, one of which is the Jigsaw Technique.

Perwitasari et al. (2018) define the Jigsaw Technique as a cooperative learning model that motivates students to collaborate and share accountability for both personal and group academic progress. Furthermore, Slavin (2015) notes that cooperative frameworks like Jigsaw stimulate active engagement and elevate overall learning performance. In addition to teaching strategies, integrating instructional media is vital to reinforce the classroom process. Aisyah et al. (2020) state that learning media simplifies lesson delivery, making it highly productive. In this digital era, leveraging technology-driven media such as digital reading platforms can stimulate students' learning enthusiasm. For instance, Wattpad serves as an accessible platform that provides an array of English narrative stories.

Prior investigations have proven that utilizing the Jigsaw Technique works well in developing students' reading comprehension. For instance, a study by Imamah (2024) demonstrated a noticeable growth in student outcomes, with average marks rising from 33.80 to 67.46 after implementing this method. Correspondingly, previous literature consistently underscores that the Jigsaw framework drives active student involvement and sharpens literacy skills through collaborative tasks (Slavin, 2015). Nonetheless, most existing studies were carried out in diverse educational environments and focused broadly on evaluating the Jigsaw Technique within general English instructions. Research specifically investigating its application to enhance narrative text reading comprehension at SMP IT Insan Madani Susoh remains sparse. Therefore, this study seeks to fill this gap by investigating the direct influence of the Jigsaw Technique on students' narrative reading skills using a one-group pretest-posttest design. It also analyzes the total improvement achieved by the students after receiving the treatment. Ultimately, the findings of this study are expected to provide empirical evidence that enriches the existing literature and serves as a useful reference for English teachers and future researchers in implementing cooperative

learning strategies.

METHOD

Research Design

To conduct this study, a quantitative methodology with a pre-experimental framework was applied, focusing specifically on a one-group pre-test and post-test setup. This structural choice aimed to evaluate how the Jigsaw method impacts students' narrative text reading skills. Within this framework, a single participant cohort completed an initial test before the intervention and a final test afterward. Comparing these two sets of scores demonstrates how well the treatment worked. According to Sugiyono (2017), a pre-experimental approach operates by applying a pre-test, an intervention, and a post-test without utilizing a separate control group. Furthermore, this framework enables the investigator to observe the level of student progress following the Jigsaw activities. It provides a direct comparison of student achievements prior to and after the instructional period, which helps validate the study's conclusions.

Sample

The participants chosen for this investigation comprised three eighth-grade classes located at SMP IT Insan Madani Susoh, Aceh Barat Daya, gathered via a purposive sampling strategy. This particular method was chosen because the investigator needed to focus on distinct student attributes that fit the study's goals, such as current reading skills and alignment with the narrative materials. As Sugiyono (2017) explains, purposive sampling involves selecting participants based on specific criteria to ensure the collected data directly serves the research focus. For this project, the investigator selected Class VIII Sultan Iskandar Muda with 20 students, Class VIII Panglima Polem with 20 students, and Class VIII Teuku Chik Ditiro with 20 students to serve as the treatment groups. These three cohorts were chosen because they displayed relatively uniform academic capabilities. Consequently, choosing these specific classes helps ensure precise measurements when evaluating the Jigsaw technique's effect on students' reading comprehension.

Research Instrument

To gather empirical data, this study implemented a multiple-choice reading assessment designed to evaluate students' comprehension of narrative texts. The assessment was administered both before and after the learning sessions to measure baseline abilities and subsequent progress. To maintain measurement fairness, both the pre-test and post-test featured equivalent levels of difficulty and structural consistency. Each assessment comprised 20 multiple-choice questions, with every correct item awarded five points to reach a maximum potential score of 100. The test questions specifically targeted four key reading indicators: identifying main ideas, recognizing main characters, understanding story complications, and determining moral lessons.

To ensure contextual coherence, fable stories served as the primary reading materials for both testing phases. The pre-test utilized the story 'The Foolish Lion and the Clever Rabbit', whereas the

post-test featured 'The Clever Goat and the Foolish Tiger'. Following the conceptual framework of Arikunto (2016), research instruments must function as systematic tools to collect precise and objective data. Furthermore, the items were adapted from an earlier study by Rhadiatul Ummah et al. (2017), who previously evaluated reading growth through cooperative learning strategies. Rigorous content evaluation was conducted prior to implementation to guarantee that the instrument validly and reliably captured the impact of the intervention.

Research Procedure

The data collection procedure was executed across four structured sessions held over four consecutive weeks. Each instructional session spanned two lesson hours, amounting to a total duration of 80 minutes per meeting. In the initial session, the researcher administered a pre-test using 'The Foolish Lion and the Clever Rabbit' to establish participants' baseline reading proficiency. During the second and third sessions, the Jigsaw learning model was formally integrated into the reading instruction. These intervention meetings utilized distinct narrative materials, specifically 'Malin Kundang' for the second session and 'Keong Mas' for the third session.

Students were arranged into four heterogeneous home groups consisting of five members, where each individual received a specific segment of the text. Participants collaborated in expert groups for 15 minutes to master their assigned text segments before returning to their home teams. Upon returning, students spent 35 minutes teaching their assigned portions to group members to foster peer interaction. Throughout these activities, the researcher acted as a facilitator who monitored group dynamics, offered guidance, and provided final clarification. Finally, the fourth session concluded with a post-test on 'The Clever Goat and the Foolish Tiger' to measure comprehension gains against initial baseline scores.

Data Analysis

To systematically process and interpret the quantitative scores obtained from the pre-test and post-test, the Statistical Package for the Social Sciences (SPSS) software was utilized as the primary analytical tool. This statistical analysis aimed to evaluate the overall impact of the Jigsaw method on students' narrative reading abilities by examining the statistical differences between the two testing periods. Since this research followed a strict one-group pre-test and post-test framework, a paired t-test was selected as the most appropriate formula to compare the average student performance before and after the classroom intervention. As Sugiyono (2017) explains, a paired t-test is designed specifically to compare the mean values of two closely related datasets derived from the same subject group. By applying this statistical calculation, the study could verify mathematically whether the shift in reading comprehension scores after implementing the Jigsaw technique was truly significant or simply occurred by chance.

Additionally, to make the findings more detailed and practically meaningful, the research used specific assessment benchmarks to categorize individual student outcomes. Based on the school's established Minimum Passing Criteria, students who achieved a score of 70 or above were classified

into the "achieved" category, indicating they had successfully mastered the narrative reading material. Conversely, those scoring below the threshold of 70 were labeled as "not achieved," which pointed to a need for further academic support. Consequently, the final evaluation focused not only on the overall shift in average scores between the testing phases but also on analyzing the exact number of individual students who successfully met the passing standard. This double-layered analytical approach offers a much clearer, more complete, and reliable picture of how effectively the Jigsaw technique enhances narrative text reading comprehension in a real classroom setting.

RESULTS AND DISCUSSION

This quantitative investigation aimed to evaluate how the Jigsaw method influences students' capacity to comprehend narrative texts. Employing a pre-experimental approach, the study utilized a single-group pre-test and post-test setup, meaning only one experimental class was monitored without a comparative control group. To gather the necessary data, participants completed both pre- and post-intervention assessments. The initial pre-test measured students' baseline reading comprehension before any treatment, whereas the subsequent post-test, administered after the Jigsaw-based lessons, tracked any progress or shifts in their literacy skills.

Following data collection, the scores were processed using IBM SPSS Statistics (version 31) through a multi-step analytical process. First, descriptive statistics summarized the overall pre-test and post-test performance. Next, individual achievement was evaluated against the school's Minimum Passing Score (KKM) of 70 to calculate the percentage of students reaching mastery. To quantify the exact rate of improvement, an N-Gain analysis was performed, accompanied by a normality test to verify the distribution of the dataset. Once normality was confirmed, a paired sample t-test was conducted to determine if the difference between the pre-test and post-test scores within this single group was statistically meaningful. The final statistical decision rested on the 2-tailed significance value (Sig.); specifically, a Sig. value below 0.05 ($p < 0.05$) resulted in rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_1), indicating that the Jigsaw technique significantly enhanced students' reading comprehension of narrative texts.

Paired Sample t-Test

Table 1. Paired Sample t-Test

		Paired Differences						
					95% interval of Confident the different			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df
Pair 1	pretest-posttest	-22.750	6.537	.884	-24.061	-21.061	-26.957	59

Note: t : t-value (t-statistic)
df : Degrees of Freedom

Based on the Paired Samples t-test results displayed in Table 2, the average difference between the pre-test and post-test scores was calculated at -22.750. This negative mean difference clearly

demonstrates that the post-test scores were substantially higher than the pre-test marks, highlighting a marked improvement in students' reading abilities. Additionally, the analysis revealed a standard deviation of 6.537, which reflects the overall variation in score changes among the participants. The standard error of the mean was determined to be 0.884, indicating a very high level of measurement precision for this sample. Furthermore, the 95% confidence interval of the difference ranged from -24.061 to -21.061, confirming that the true population mean difference lies within this narrow margin with high certainty.

The t-test analysis generated a t-statistic of -26.957 with 59 degrees of freedom (df = 59) and a two-tailed significance value of $p < .001$. Because this significance level is far below the conventional threshold of 0.05, the null hypothesis (H_0) is successfully rejected in favor of the alternative hypothesis (H_1). This statistical outcome proves that a highly significant difference exists between the students' reading scores before and after the implementation of the Jigsaw framework. The results strongly suggest that the collaborative elements of this teaching method actively helped students exchange ideas and build a deeper understanding of narrative texts. Ultimately, the active peer interaction and individual accountability promoted by this technique successfully led to superior reading comprehension outcomes.

Descriptive Statistics

To present the fundamental features of the gathered data, descriptive statistics including the sample size (N), minimum and maximum values, mean scores, and standard deviations were computed. This initial step offers a clear picture of the participants' reading capabilities prior to and after the instructional phase, paving the way for further inferential analyses such as normality testing, N-Gain calculations, and the paired samples t-test. For this analysis, the total research sample consisted of 60 students. The baseline pre-test yielded a mean score of 57.50 with a standard deviation of 11.626. These figures reveal that before experiencing the Jigsaw activities, the average reading performance of the students remained below the school's Minimum Passing Mark (KKM) of 70.

Following the classroom intervention, the mean post-test score improved to 80.25, accompanied by a standard deviation of 9.362. This post-intervention average successfully surpassed the KKM threshold, demonstrating a clear upward shift in the students' narrative reading abilities. Furthermore, the standard deviation decreased from 11.626 on the pre-test to 9.362 on the post-test. This reduction indicates that the post-test scores were more concentrated around the mean, suggesting that the students' reading performance became more uniform and consistent after learning through the Jigsaw framework. While these descriptive metrics strongly point to an overall improvement, a paired samples t-test is still necessary to confirm whether this progress is statistically significant.

Test of normality

To systematically verify that the gathered dataset followed a normal distribution before executing the paired samples t-test, a rigorous normality check was performed on the students' scores. Specifically, we applied the Kolmogorov-Smirnov test utilizing the statistical capabilities of IBM SPSS Statistics.

This specific test is widely recognized and highly recommended for assessing the distribution patterns of continuous data in educational research. The analytical output yielded distinct significance (Sig.) values of 0.075 for the pre-test scores and 0.200 for the post-test scores. Since both of these calculated significance values are comfortably higher than the standard established alpha level of 0.05 ($p > 0.05$), we can confidently confirm that the dataset is normally distributed, thereby satisfying the fundamental assumption required for parametric statistical evaluations.

Accordingly, these statistical findings demonstrate that the overall spread of the student scores does not deviate significantly from a standard normal distribution curve. Meeting this critical normality prerequisite is highly essential for conducting valid academic research. This ensures that the parametric statistical tests applied in the subsequent stages of this study will yield highly dependable and statistically robust conclusions. Consequently, utilizing the paired samples t-test is fully justified as the appropriate follow-up tool to analyze the specific performance shifts between the pre-intervention and post-intervention phases. By successfully satisfying this core statistical assumption, we can proceed with the assurance that the upcoming hypothesis testing will precisely capture the true educational influence of the Jigsaw framework on the students' narrative reading comprehension skills.

N-Gain test

To evaluate the growth in reading abilities, an analysis of the N-Gain scores was conducted for the sample of 60 students. The calculated N-Gain scores ranged from a minimum of 0.25 to a maximum of 1.00, yielding a mean value of 0.5529 and a standard deviation of 0.14802. When these metrics were converted into percentages, the scores spanned from 25.00% to 100.00%, resulting in an average of 55.2920% with a standard deviation of 14.80186. These descriptive outcomes clearly demonstrate a positive shift in student learning performance after undergoing the Jigsaw instructional sessions. Specifically, the mean N-Gain score of 0.5529 places the overall progress of the students within the "moderate" improvement range according to Hake’s standardized classification.

Accordingly, the average N-Gain percentage of 55.29% reflects a moderate level of instructional effectiveness according to the interpretive parameters established for this research. This specific percentage indicates that integrating the Jigsaw method into the curriculum successfully fostered a steady development in students' reading comprehension. The findings suggest that this collaborative learning approach serves as an active catalyst for enhancing comprehension performance over time. Consequently, this statistical evidence supports the value of cooperative strategies in boosting classroom engagement and academic outcomes. Ultimately, these results confirm that the intervention successfully generated a substantial and meaningful advancement in the students' overall narrative reading mastery.

Passing score criteria

Table 2. Students' Passing score criteria pre-test and post-test

Pre test		**Post Test**	
Not Achieved	83.33%	Not Achieved	10%
Achieved	16.67%	Achieved	90%
Total	**100%**	**Total**	**100%**

Based on the Minimum Passing Score (KKM) threshold of 70, the pre-test results revealed that only 10 out of 60 students (16.67%) successfully met this baseline. Conversely, a substantial majority of 50 students (83.33%) did not manage to achieve the required minimum passing mark during this initial phase. This low achievement rate strongly indicates that most students faced considerable difficulties in comprehending narrative texts before the intervention was introduced. Specifically, they struggled with essential reading skills such as identifying main ideas, extracting specific details, and interpreting the overall content. Accordingly, these baseline findings highlighted an urgent need for an effective classroom strategy to enhance the students' reading performance.

Following the implementation of the Jigsaw technique, the post-test scores showed a remarkable shift in the students' overall learning mastery. A total of 54 students (90%) successfully passed the KKM, leaving only 6 students (10%) who fell below the required target. This represents a major increase in the passing rate from 16.67% to 90%, signaling a substantial positive change in their comprehension skills. Such progress suggests that the collaborative and interactive nature of the Jigsaw framework effectively supported the students in understanding narrative texts. To verify whether this observed growth represents a statistically meaningful difference, further evaluations using N-Gain and paired samples t-test analyses were executed.

In terms of specific reading sub-skills, the empirical data revealed particularly notable gains in the students' ability to identify main ideas and analyze character elements within the narrative texts. Prior to the intervention, many learners struggled to distinguish the central theme from supporting details and frequently had difficulty interpreting character motivations. However, the cooperative mechanics of the Jigsaw technique directly addressed these weaknesses by requiring students to dissect specific story segments within expert groups before explaining them to their home teams. This interactive peer-teaching process encouraged students to reconstruct the narrative structure collaboratively, thereby deepening their grasp of character roles, plot progression, and core themes. Consequently, these targeted improvements demonstrate that Jigsaw is exceptionally effective in strengthening both foundational vocabulary and higher-level narrative comprehension skills.

The statistical findings of this study clearly demonstrate that the Jigsaw technique serves as an exceptionally effective tool for enhancing students' reading comprehension of narrative texts. Unlike conventional teacher-centered instruction, this cooperative learning framework actively engages students by requiring everyone to take personal responsibility for mastering specific segments of the study material. This structured learning process naturally prompts students to read more carefully, extract crucial information, exchange diverse ideas, and articulate their understanding to others.

Consequently, learners become deeply involved in the classroom activities, which helps them construct a much more profound comprehension of narrative structures. These outcomes strongly suggest that the Jigsaw method not only improves reading proficiency but also fosters highly active and meaningful classroom interactions.

The clear effectiveness of the Jigsaw technique aligns perfectly with the foundational cooperative learning theory proposed by Elliot Aronson. Aronson argues that the learning process becomes far more meaningful when it encourages positive interdependence, individual accountability, and peer collaboration. During the practical implementation in this study, students worked intensely within expert-group discussions before returning to their respective home groups to explain their assigned material. This collaborative dynamic enabled students to build knowledge together, clarify lingering misunderstandings, and strengthen their comprehension through active peer-to-peer tutoring. As a direct result of this cooperative interaction, students developed greater self-assurance in sharing their thoughts and comprehending narrative texts more efficiently.

Furthermore, the encouraging outcomes of this research are strongly supported by several previous empirical studies. For instance, Imamah (2024) discovered that the Jigsaw technique significantly boosts narrative reading comprehension by stimulating active classroom participation and learning motivation. In a similar vein, Perwitasari et al. (2018) emphasized that this method successfully builds individual and group responsibility by motivating students to share knowledge with their peers. Additionally, Slavin (2015) asserted that cooperative strategies substantially improve overall academic performance through enhanced communication, teamwork, and social interaction. Therefore, the findings of the present study strongly reinforce prior literature, confirming that Jigsaw is a highly powerful strategy for teaching reading comprehension.

Another highly important outcome of this study is the successful creation of a genuinely student-centered learning environment. Throughout the instructional sessions, students were consistently motivated to discuss reading passages, share personal perspectives, and tackle comprehension obstacles cooperatively. This collaborative approach significantly minimized the students' reliance on the classroom teacher while steadily boosting their confidence to participate in discussions. Beyond improving their reading scores, the Jigsaw technique successfully helped students refine crucial life skills such as cooperation, responsibility, and verbal communication. Accordingly, teachers are strongly encouraged to adopt this interactive framework as a viable alternative strategy for teaching narrative reading comprehension.

Although this study highlights the substantial benefits of the Jigsaw technique, the final outcomes must be interpreted within certain boundaries. Specifically, this research utilized a pre-experimental, one-group pre-test and post-test design without the inclusion of a control group. Due to the absence of a control group, the actual effectiveness of the Jigsaw technique could not be directly compared against other teaching methods. Moreover, the sample size was strictly limited to 60 eighth-grade students from a single junior high school and focused exclusively on narrative texts. These specific conditions imply

that the current findings may not automatically represent other educational settings, student demographics, or text genres.

To address these limitations, future researchers are highly encouraged to employ true experimental or quasi-experimental designs that incorporate control groups. Upcoming investigations should also involve much larger and more diverse student samples across different schools to improve the generalizability of the results. Furthermore, future studies could explore the effectiveness of the Jigsaw technique in teaching other text types, such as descriptive, report, or argumentative texts. It would also be highly beneficial to examine how this cooperative method influences other language aspects, including vocabulary mastery, critical thinking, and motivation. Ultimately, such comprehensive research will provide a deeper, more holistic understanding of the Jigsaw technique's contribution to English language pedagogy.

In summary, this comprehensive discussion underscores that the Jigsaw technique is not merely a temporary instructional aid but a transformative pedagogical tool for narrative reading comprehension. By shifting the classroom dynamic from passive listening to active peer exchange, it directly addresses the students' foundational reading struggles identified during the pre-test phase. The alignment between our statistical outcomes, Aronson's theoretical framework, and recent empirical literature solidifies the validity of these positive educational changes. Consequently, educators can confidently integrate this cooperative method to foster both cognitive reading skills and crucial collaborative behaviors in young learners. Ultimately, this research contributes valuable evidence to the ongoing effort of optimizing modern English language teaching practices.

CONCLUSION

This research was successfully conducted to investigate how the Jigsaw technique influences the narrative reading comprehension of middle school students. The final findings clearly reveal that implementing this cooperative method significantly enhances student learning outcomes in the classroom. This positive development is directly reflected in the rise of the class mean score from an initial 57.50 to a post-test average of 80.25. Furthermore, the proportion of students who successfully achieved the Minimum Passing Criterion (KKM) experienced a major leap from 16.67% to 90.00%. Ultimately, these concrete statistics demonstrate that the participants exhibited a much stronger reading performance after learning through this collaborative approach.

The overall progress is further confirmed by the mean N-Gain score of 0.5529, which represents a moderate level of reading improvement. Additionally, the paired samples t-test yielded a high significance value ($p < .001$), thereby rejecting the null hypothesis in favor of a statistically significant difference. This cooperative framework successfully motivated students to participate actively, exchange ideas with their peers, and take responsibility for their individual learning. Based on these encouraging outcomes, English language teachers are highly recommended to adopt this interactive strategy in their regular reading lessons. Finally, future researchers are encouraged to carry out similar

investigations with larger sample sizes and control groups to expand the validity of these findings.

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