



Improving Students' Reading Comprehension of Recount Text Through Jigsaw Method at VIII Grade Student of SMP Negeri 3 Limboto

(Peningkatan Pemahaman Membaca Recount Text melalui Metode Jigsaw pada Siswa Kelas VIII SMP Negeri 3 Limboto)

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Article Info	Abstract
Article history: Received: 4 August 2025 Revised: 14 August 2025 Accepted: 15 August 2025 Keywords: Jigsaw Method Reading Comprehension Recount Text Kata Kunci: Metode Jigsaw Pemahaman Membaca Teks Recount	This study aims to investigate the effectiveness of the Jigsaw cooperative learning method in improving students' reading comprehension of recount texts. The research was carried out at SMP Negeri 3 Limboto, involving 23 eighth-grade students during the 2024/2025 academic year. Employing a quantitative approach with a pre-experimental design, the study implemented one group pre-test and post-test. The research procedure included an initial pre-test to assess students' baseline reading comprehension, followed by four treatment sessions in which the Jigsaw technique was applied, and concluded with a post-test to measure improvement. The pre-test results indicated that most students fell into the "weak" category, with an average score of 26.43. After the treatment, the post-test results revealed a substantial improvement, with the mean score rising to 70.78. A paired sample t-test was conducted to determine the statistical significance of the difference between pre-test and post-test scores. The analysis produced a significance value of 0.000 ($p < 0.05$), confirming that the improvement was statistically significant. The findings suggest that the Jigsaw method fosters active participation, peer collaboration, and deeper understanding, which in turn enhances reading comprehension skills. Specifically, the approach was effective in enabling students to identify key ideas, sequence events, and comprehend details within recount texts. Based on these results, the Jigsaw technique is recommended as a practical instructional strategy for teaching reading comprehension in junior high schools. Abstrak Penelitian ini bertujuan untuk menguji efektivitas metode pembelajaran kooperatif Jigsaw dalam meningkatkan pemahaman membaca teks recount pada siswa. Penelitian dilakukan di SMP Negeri 3 Limboto dengan melibatkan 23 siswa kelas VIII pada tahun ajaran 2024/2025. Menggunakan pendekatan kuantitatif dengan desain pra-eksperimen, penelitian ini menerapkan model pre-test dan post-test pada satu kelompok. Prosedur penelitian mencakup pemberian pre-test untuk mengukur kemampuan awal siswa, dilanjutkan dengan empat kali perlakuan menggunakan teknik Jigsaw, dan diakhiri dengan post-test untuk mengukur peningkatan. Hasil pre-test menunjukkan bahwa sebagian besar siswa berada pada kategori "lemah" dengan skor rata-rata 26,43. Setelah perlakuan, hasil post-test memperlihatkan peningkatan yang signifikan dengan skor rata-rata 70,78. Uji t sampel berpasangan digunakan untuk menguji signifikansi perbedaan skor pre-test dan post-test. Hasil analisis menunjukkan nilai signifikansi

0,000 ($p < 0,05$) yang menegaskan bahwa peningkatan tersebut signifikan secara statistik. Temuan ini menunjukkan bahwa metode Jigsaw mampu mendorong partisipasi aktif, kolaborasi antarsiswa, dan pemahaman yang lebih mendalam sehingga meningkatkan kemampuan pemahaman membaca. Secara khusus, metode ini efektif membantu siswa mengidentifikasi ide pokok, menyusun urutan peristiwa, dan memahami detail dalam teks recount. Berdasarkan hasil tersebut, teknik Jigsaw direkomendasikan sebagai strategi pembelajaran yang praktis untuk mengajarkan pemahaman membaca di tingkat SMP.

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1. INTRODUCTION

Reading is one of the core skills in English language learning, essential for acquiring vocabulary, information, and comprehension ability, particularly in EFL contexts where students must master texts like recounts to succeed academically (Stoller & Grabe, 2001). Despite its importance and integration within the curriculum, many junior high school students, especially in the eighth grade, struggle with reading comprehension due to monotonous teaching methods, low motivation, and poor vocabulary knowledge. Recount texts, which aim to retell past events in a structured sequence for the purposes of informing, entertaining, and evaluating (Rindang et al., 2022), pose specific challenges, as students often read without grasping meaning, structure, or textual purpose. Observations at SMP Negeri 3 Limboto revealed similar problems: lack of student engagement, limited peer interaction, and difficulty in extracting meaning from texts.

In response to these issues, the study investigates the use of the Jigsaw method, a cooperative learning technique designed to enhance engagement and comprehension through peer collaboration and structured group work. The research aims to determine whether the Jigsaw method can significantly improve students' ability to comprehend recount texts, with the broader goal of offering practical recommendations to teachers and improving student outcomes. Theoretically, the study contributes to the pedagogical understanding of collaborative learning in reading instruction, and practically, it supports students by fostering more meaningful engagement with texts and offers teachers an alternative approach to reading instruction. The scope of the research focuses on eighth-grade students at SMP Negeri 3 Limboto, targeting their comprehension of recount texts through indicators such as identifying main ideas, specific information, and the purpose of texts, aligned with national curriculum expectations for Phase D.

Reading is a fundamental skill in language acquisition, particularly for EFL students, as it enables access to information, vocabulary development, and comprehension of textual meaning (Hilda, 2017; Sousa, 2017). Reading comprehension, defined as the process of constructing meaning from text, is not just about decoding words but involves active thinking, background knowledge, and strategic processing (Gilakjani & Sabouri, 2016; Snow, 2002; Moge, 2019; Grabe, 2014). To support comprehension, students employ reading techniques like skimming, to grasp main ideas quickly (Soedarso in Somadayo, 2011; Fitri, 2019), and scanning, to locate specific details efficiently (Maxwel & Weggel, 1969). Comprehension also depends on mastering key components: identifying main ideas, factual information, vocabulary, inference, and reference (Ika et al., 2015). In the context of genre-based instruction, recount texts are pivotal for junior high students. These texts narrate past events in chronological order for the purpose of informing or entertaining (Mohamad, 2017; Fadlia et al., 2019; Sukma, 2015; Fatimatuz, 2015; Nurul, 2015; Hilda, 2017), making them ideal for developing reading skills and evaluating comprehension performance.

Recount texts possess a standardized structure comprising three main elements: orientation, events, and reorientation (Fushiah, 2015). Orientation introduces the setting and participants, events detail the chronological actions, and reorientation concludes the story with reflection or final thoughts. These texts also exhibit specific language features, such as the use of nouns, pronouns, action verbs, time conjunctions, past tense, adverbial phrases, and adjectives (Hasibuan & Simatupang, 2018). There are three primary types of recounts: personal recounts, which focus on the writer's own experiences (Hilda, 2017); procedural recounts, which document steps in processes such as experiments; and biographical recounts, which narrate someone

else's life events. The reading of recount texts typically involves three stages: pre-reading (to activate prior knowledge), while-reading (to monitor comprehension), and post-reading (to evaluate and summarize information) (Anisa, 2017). These structured stages align well with cooperative learning strategies such as the jigsaw technique, which promotes engagement and accountability.

The jigsaw technique, a cooperative learning method, assigns each student a unique segment of content to master and teach to peers, fostering mutual responsibility and collaborative meaning-making (Herman et al., 2020; Meng, 2010). According to Nadia (2022), the procedure involves forming home groups, assigning individual study segments, forming expert groups for discussion, and reconvening to teach within the original group, followed by individual assessment. This approach encourages interaction, enhances comprehension, and supports language development. However, while it fosters inclusivity and communicative learning (Nadia, 2022), it may present challenges for students with low confidence or limited language skills, which can affect participation (Hilda, 2017). Prior studies support the effectiveness of the jigsaw method in improving reading comprehension across various contexts and texts (Anandita, 2020; Herman et al., 2020; Sinaga et al., 2023). Based on these theoretical and empirical foundations, the research hypothesizes that the jigsaw method significantly improves students' reading comprehension of recount texts, with the null hypothesis stating it does not, and the alternative hypothesis affirming its effectiveness (Sugiono, 2015).

2. METHODOLOGY

This study employed a quantitative method, which involves collecting, analyzing, and interpreting numerical data to test hypotheses (Creswell, 2014). Specifically, a pre-experimental design with a one-group pre-test and post-test format was used to measure the effectiveness of the Jigsaw method on students' reading comprehension without a control group for comparison (Sugiyono, 2015). The independent variable (X) was the application of the Jigsaw method, while the dependent variable (Y) was students' reading comprehension (Sugiyono, 2015). The research population included all eighth-grade students of SMP Negeri 3 Limboto, with class VIII1 (23 students) selected through purposive sampling due to their lower participation in class. The procedure began with a pre-test of 25 multiple-choice questions to assess baseline reading comprehension.

Table 1. Blueprint of reading recount text.

No	Indicator of Reading Comprehension	Number of Tests	Score
1.	Main idea	5,8,12,16,22	0-1
2.	Specific information	1,9,14,20,21	0-1
3.	Generic structure of recount text	3,10,13,19,23	0-1
4.	Language Features	4,6,15,17,25	0-1
5.	Purpose of recount	2,7,11,18,24	0-1
Total		25	

The Jigsaw method applied in this study followed four systematic stages designed to encourage cooperative learning and active engagement with recount texts such as *"Football Experience"* and *"A Vacation in London."*

- a. **Home Group Formation and Topic Assignment**
Students were first divided into several home groups, with each member assigned a specific subtopic related to the recount text material. In this stage, the teacher distributed different sections of the recount text to each member, ensuring that every student had a distinct responsibility (Ervia, 2020).
- b. **Expert Group Discussion**
Students then left their home groups to join expert groups, which were composed of members from different home groups but with the same assigned subtopic. In these expert groups, students discussed their section in detail, clarified vocabulary, identified main ideas, examined specific information, and analyzed the generic structure, language features, and purpose of the recount text. The focus was on achieving a deep understanding of the assigned part before returning to their home group (Sugiyono, 2010).
- c. **Return to Home Groups and Peer Teaching**
After mastering the content in their expert groups, students returned to their home groups. Each member was responsible for teaching their assigned section to their group members. This peer-teaching stage ensured that all students learned the complete recount text, not just their original section (Arikunto, 2021).
- d. **Synthesis, Practice, and Evaluation**
The home groups worked together to synthesize the entire text, answer comprehension questions, and practice identifying the main idea, specific information, structure, language features, and

purpose of the recount text. This cooperative synthesis served as preparation for the post-test, which was identical to the pre-test. The evaluation used scoring, classification (Arikunto, 2006), and statistical tests including the Kolmogorov-Smirnov normality test and paired sample t-test, with hypothesis testing at the 0.05 significance level (Sudjana, 2015).

3. RESULTS AND DISCUSSION

3.1 Pre-Test Results

This study, conducted with 23 eighth-grade students at SMP Negeri 3 Limboto in the 2024/2025 academic year, aimed to evaluate the effectiveness of the Jigsaw method in improving reading comprehension of recount texts. A pre-test administered prior to the intervention revealed that most students (96%) fell into the “weak” category, with an average score of only 26.43 out of 100 and it is visible in the table below.

Table 2. Percentage of The Students’ Score Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	0	0
2	Good	66-79	0	0
3	Fair	56-65	0	0
4	Poor	40-55	1	4%
5	Weak	<39	22	96%
Total			23	100%

Performance across all five assessed aspects, main idea, specific information, generic structure, language features, and purpose, was low, with the weakest being purpose (19%) and the strongest being generic structure (32%), as detailed in the graph below. These initial results demonstrated a critical need for a more interactive and structured learning method to support students' comprehension of recount texts.

3.2 Post-Test Results

Table 3. Percentage of The Students’ Score Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	5	22%
2	Good	66-79	13	57%
3	Fair	56-65	4	17%
4	Poor	40-55	1	4%
5	Weak	<39	0	0%
NTotal			23	100%

The mean score increased dramatically from 26.43 in the pre-test to 70.78 in the post-test. Notably, students showed the highest improvement in recognizing the generic structure of texts (85%) and identifying the purpose of recounts (77%), as shown in the graph below. In conclusion, based on the data post-test, the treatment was effective in improving students' overall reading comprehension of recount texts, with particular strengths observed in their understanding of the general structure and purpose of the text. This statement is further supported by the graph below that displays pre-test and post-test have different results. The pre-test results in each aspect obtained a low category, the lowest score was language features with a score of 19%. In contrast to the post-test which obtained a high score in each aspect with a good category, the highest score was in the generic structure aspect, which was 85% and the aspect with the lowest score with a score of 62% was the purpose of recount.

3.3 Mean Score Comparison

Table 4. Mean Score

No	Test	Mean Score
1	Pretest	26,43
2	Posttest	70,78

Table 4 presents the mean scores of the participants before and after the intervention. The pretest yielded a mean score of 26.43, indicating a relatively low level of initial performance or understanding. Following the intervention, the posttest mean score increased substantially to 70.78, reflecting a notable improvement.

To ensure the validity of further statistical analysis, a normality test was conducted using both the Kolmogorov-Smirnov and Shapiro-Wilk tests. The results indicated that the distribution of scores for both the pretest ($p = 0.202$) and posttest ($p = 0.371$) did not significantly deviate from normality, as both p -values exceeded the significance threshold of 0.05. These findings confirm that the data met the assumption of

normality, allowing for the use of parametric statistical tests to assess differences between the two measurement points.

3.4 Normality Test Results

Table 5. Normality Test

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Pre-Test	.168	23	.090	.942	23	.202
	Post-Test	.126	23	.200*	.955	23	.371
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

A paired sample t-test was then applied to determine the significance of the mean difference between pre- and post-tests. The result showed a p-value of 0.000 ($p < 0.05$), indicating that the improvement was statistically significant and leading to the rejection of the null hypothesis. These findings confirmed that the Jigsaw method had a significant positive impact on students' reading comprehension (Sudjana, 2015). Therefore, it can be concluded that the implementation of this cooperative learning strategy meaningfully increased students' ability to understand recount texts.

3.5 Paired Sample T-Test Results

Table 6. Paired Sample Test

Table 3: Paired Sample Test									
		Paired Samples Test					t	Df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-44.348	9.566	1.995	-48.485	-40.211	2.233	22	.000

This part explains the results of the study, which aimed to determine whether the Jigsaw method could effectively improve students' reading comprehension in recount texts. The pre-test results showed that most students had difficulty understanding various elements of the text, especially identifying the main idea, specific information, text structure, purpose, and language features. After the Jigsaw method was applied, the post-test scores increased significantly. This indicates that the method had a strong positive effect on the students' ability to understand recount texts. As stated by Kertati et al. (2023), the Jigsaw strategy helps students take responsibility not only for their own learning but also for helping their peers learn. This approach supports both academic and social development in the classroom.

To teach reading, the researcher used the Jigsaw Method as an instructional activity focused on improving students' understanding of recount texts. This conclusion was supported by the scores collected during the pre- and post-tests. Before the treatment, the data showed that only one student (4%) received a "poor" score, while 22 students (96%) were classified as "weak." After the treatment, the results improved greatly, five students (22%) reached the "excellent" category, 13 students (57%) scored "good," four students (17%) were "fair," and only one student (4%) remained in the "poor" category. This shows a clear improvement in the students' overall reading comprehension after participating in the learning sessions using the Jigsaw method.

The data also revealed that students achieved better results after the intervention. The average score in the post-test was 70.78, which was significantly higher than the pre-test average of 26.43. Based on the statistical analysis using a paired sample t-test, the p-value (0.000) was below the standard significance level of 0.05. This means the result was statistically significant and that the Jigsaw method effectively improved students' reading comprehension. Thus, the null hypothesis was rejected. These findings suggest that students benefited from the treatment, as their performance improved noticeably in the post-test. According to Abidin (2012), the Jigsaw method helps students become active learners by working together and supporting each other. It also encourages the use of reading, writing, speaking, and listening, which helps improve their language skills overall.

The research was conducted over six sessions, two were used for the pre- and post-tests, and the other four sessions were for implementing the Jigsaw method. In the first meeting, the teacher explained recount texts and how the Jigsaw method works. Students were divided into groups of four or five, with each

student receiving a different part of the text to study. These students then joined others with the same topic in an “expert group,” discussed their section, and returned to their original “home group” to teach what they had learned. At the end of the lesson, students completed worksheets to show their understanding of the material.

In the second, third, and fourth meetings, students followed a similar learning process with new topics. They asked questions about previous material, studied new subtopics in groups, and worked together in expert and home groups to share what they learned. This active and cooperative approach helped students better understand the recount texts. The Jigsaw method works well with recount texts because it divides the text into smaller parts, making it easier for students to focus and understand each section. This strategy supports deeper understanding before students combine their knowledge to complete the full story.

In addition, the Jigsaw method improves comprehension through peer interaction. When students explain their parts to their group, they practice expressing their ideas clearly, which strengthens their understanding. They also hear others’ points of view, which helps them fill in gaps in their own knowledge. This approach is especially helpful for recount texts, as it allows students to piece together the story, identify the roles of different people involved, and understand the overall message. Through this cooperative process, students can achieve a complete understanding of the text, something that might be harder to do alone.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

Based on the findings and discussions in the previous chapter, this study concludes that the use of the Jigsaw method significantly improved students’ reading comprehension of recount texts at SMP Negeri 3 Limboto. As a pre-experimental study with a quantitative approach, the research revealed that the students’ mean score increased from 26.23 in the pre-test to 70.78 in the post-test. The paired sample t-test showed that the t-count (22.03) exceeded the t-table value (1.717), indicating a statistically significant difference between the two sets of scores. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. These results demonstrate that implementing the Jigsaw method effectively enhanced students’ understanding of recount texts and created a more engaging learning environment.

4.2 Suggestions and Recommendations

Based on these findings, several suggestions are proposed: (1) English teachers should adopt more creative and interactive teaching strategies like the Jigsaw method to maintain student engagement and focus during reading lessons; (2) students are encouraged to be more active and not fear making mistakes, while also increasing their reading habits to build vocabulary and comprehension skills; and (3) future researchers may use this study as a reference and are encouraged to conduct further investigations, addressing the limitations of this research by exploring long-term impacts or applying the Jigsaw method to other types of texts or learning contexts.

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