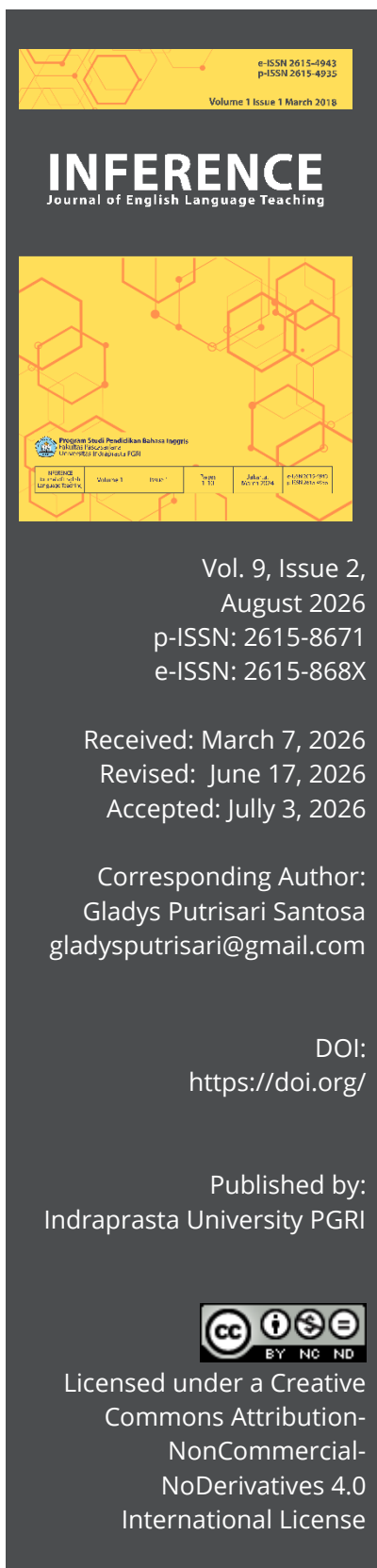




RESEARCH ARTICLE

THE EFFECT OF PERCEPTION OF LEARNING METHODS AND VOCABULARY MASTERY ON NARRATIVE TEXT READING SKILLS (SURVEY AT PUBLIC JUNIOR HIGH SCHOOLS IN BOGOR REGENCY)

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Abstract: English narrative text writing skills are still a challenge for junior high school students, especially because students' perceptions of the learning methods used are not optimal and their vocabulary mastery is still limited. The jigsaw method as a visual-based learning method is believed to be able to increase students' learning motivation and reading ability through active involvement in the text composition process. This study aims to determine the effect of perceptions of the jigsaw learning method and vocabulary mastery on English narrative text writing skills. This study uses a quantitative method with a survey approach and correlational design. The research sample consisted of 87 state junior high school students in Bogor district, selected using the Slovin formula with a 10% error rate. Data analysis was carried out using multiple linear regression to test the relationship between variables. The results showed that the correlation coefficient value was 0.802. Both variables simultaneously had a significant effect on descriptive text writing skills with a significance value of 0.001 with a calculated F of 23.873, which indicates a simultaneous significant influence between perceptions of learning methods and vocabulary mastery on narrative text reading skills. Partially, the perception of the Jigsaw learning method has a regression coefficient of 0.350 with a t-value of 3.671 and a significance of 0.001, while vocabulary mastery has a regression coefficient of 0.373 with a t-value of 3.737 and a significance of 0.001. Based on these results, it can be concluded that positive perceptions of the Jigsaw learning method and good vocabulary mastery are important factors in improving English descriptive text reading skills in junior high school students in Bogor Regency.

Keywords: Learning Methods; Vocabulary Mastery; Descriptive Text Reading Skills.

PENGARUH PERSEPSI ATAS METODE PEMBELAJARAN DAN PENGUASAAN KOSAKATA TERHADAP KETERAMPILAN MEMBACA TEKS NARATIF (SURVEI PADA SMP NEGERI DI KABUPATEN BOGOR)

Abstrak: Keterampilan menulis teks naratif Bahasa Inggris masih menjadi tantangan bagi siswa SMP, terutama karena persepsi siswa terhadap metode pembelajaran yang digunakan belum optimal serta penguasaan kosakata yang masih terbatas. Metode jigsaw sebagai metode pembelajaran berbasis visual diyakini dapat meningkatkan motivasi belajar dan kemampuan membaca siswa melalui keterlibatan aktif dalam proses penyusunan teks. Penelitian ini bertujuan untuk mengetahui pengaruh persepsi atas metode pembelajaran jigsaw dan penguasaan kosakata terhadap keterampilan menulis teks naratif Bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei dan desain korelasional. Sampel penelitian berjumlah 87 siswa SMP Negeri di kabupaten Bogor, yang dipilih menggunakan rumus Slovin dengan tingkat kesalahan 10%. Analisis data dilakukan dengan menggunakan regresi linier berganda untuk menguji hubungan antar variabel. Hasil penelitian menunjukkan bahwa nilai Koefisien korelasi sebesar 0,802. Kedua variabel tersebut secara simultan berpengaruh signifikan terhadap keterampilan menulis teks deskriptif dengan nilai nilai signifikansi 0,001 dengan F hitung sebesar 23,873, yang menandakan adanya pengaruh signifikan secara simultan antara persepsi metode pembelajaran dan penguasaan kosakata terhadap keterampilan membaca teks naratif. Secara parsial, persepsi atas metode pembelajaran Jigsaw memiliki koefisien regresi sebesar 0,350 dengan nilai t hitung 3,671 dan signifikansi 0,001, sedangkan penguasaan kosakata memiliki koefisien regresi sebesar 0,373 dengan nilai t hitung 3,737 dan signifikansi 0,001. Berdasarkan hasil tersebut dapat disimpulkan bahwa persepsi positif terhadap metode pembelajaran Jigsaw dan penguasaan kosakata yang baik merupakan faktor penting dalam meningkatkan keterampilan membaca teks deskriptif Bahasa Inggris pada siswa SMP Negeri di Kabupaten Bogor.

Kata Kunci: Metode Pembelajaran; Penguasaan Kosakata; Keterampilan Membaca Teks Deskriptif

INTRODUCTION

The skill of reading narrative texts is an essential foundation within the Indonesian educational curriculum, as this ability serves not only as a means of acquiring information but also as a medium for character development, critical thinking skills, and empathy. Through narrative texts, students are encouraged to explore the storyline, identify intrinsic elements such as characters, settings, and conflicts, and draw conclusions and interpret the moral messages contained within. This ability aligns with the demands of the Independent Curriculum, which emphasizes strengthening reading literacy as a core competency, as reflected in the shift in focus from mere mastery of material to the achievement of essential competencies. By mastering narrative texts, students are expected to not only read fluently but also be able to apply their prior experiences and knowledge to gain new, deeper understandings from the reading material presented, a process that requires intensive practice and familiarization from an early age. Therefore, the skill of understanding narrative texts is undeniably urgent in the effort to produce a brilliant generation.

The government's efforts to measure and improve the quality of reading literacy among Indonesian students are reflected in their active participation in international studies such as the Programme for International Student Assessment (PISA). However, recent empirical data demonstrates significant challenges that remain in the national reading literacy arena. According to the 2022 PISA report released by the Organisation for Economic Co-operation and Development (OECD), only around 25% of Indonesian students achieved Level 2 or higher proficiency in reading, a figure far below the OECD average of 74% (OECD, 2023). Level 2 achievement represents the minimum threshold for students to identify main ideas, locate explicit information, and reflect on the purpose and form of texts with specific directions. These data indicate that the majority of Indonesian students still struggle to comprehend complex texts, deal with abstract concepts, and distinguish between facts and opinions

based on implicit clues in narrative texts. This reality emphasizes the need to fundamentally address the reading skill gap, not only in symbol recognition but also in the depth of meaning.

The low reading literacy achievement of Indonesian students in the 2022 PISA (Principal Assessment of English Language and Literature) test, particularly in narrative text comprehension, is due to various internal and external factors at the school level, which collectively hinder the development of strong reading competencies. Internally, many elementary school students demonstrate fluency in reading (pronunciation), but experience significant difficulties in grasping the meaning and overall content of the texts they read. This phenomenon, often referred to as "functional illiteracy," indicates that students are unable to apply critical thinking to internalize the values and facts from reading, which can then be implemented in everyday life. Furthermore, difficulties in determining the main idea, finding facts and opinions, and drawing conclusions from narrative texts are concrete indicators of students' low reading comprehension skills in the field, which is the root of the problem in this study (Astuti, 2022). This condition creates an urgent need for innovative and effective learning interventions to address these comprehension barriers.

Specifically, preliminary studies in several junior high schools (SMP) in the research area revealed real problems that are a manifestation of the less than satisfactory PISA results. Initial observations and formative exam results of Indonesian language teachers on eighth-grade students, for example, indicated that the average score on narrative text comprehension tests was still below the school's Minimum Completion Criteria (KKM), which is set at 75. Data showed that approximately 65% of students were unable to accurately identify conflict and resolution in narrative texts, and 70% failed to interpret character traits based on implicit descriptions and dialogue. These difficulties are often caused by learning models that underemphasize student engagement and collaboration, leaving them passive and receiving only one-way information from the teacher, thus preventing the development of in-depth information processing skills. Students' reluctance to engage in discussion and a lack of interest in reading, particularly among Generation Z students who are more familiar with fast-paced visual content, further exacerbate this situation. In response to the real challenges and problems associated with low narrative reading skills, it is necessary to implement a learning approach that can encourage student engagement and collaboration among students in processing information. In this context, the Jigsaw cooperative learning method emerges as a relevant and potential strategy worth considering. The Jigsaw method is designed to create a democratic learning environment, where each student plays a crucial role as an "expert" on a segment of the material and is responsible for teaching that material to their group mates. This approach inherently encourages effective communication, fosters skills in explaining, listening, and answering questions, and fosters a spirit of cooperation. Previous research has demonstrated that the Jigsaw method can have a significant positive impact, not only on cognitive achievement but also on affective aspects such as students' motivation and positive attitudes toward learning, which are crucial for improving their comprehension of narrative reading material (Aziz & Suharli, 2025).

The implementation of the Jigsaw cooperative learning model, despite its significant potential for improving learning outcomes, often faces obstacles stemming from students' psychological dimensions, namely their perceptions of the method. The success of Jigsaw relies heavily on students' readiness to collaborate and assume the role of responsible "experts." However, students with low reading and cognitive skills may feel overwhelmed and struggle to explain the subject, ultimately leading to negative perceptions of the model. Conversely, intelligent students may also experience boredom or frustration if the discussion process does not proceed optimally. Therefore, students' perceptions of Jigsaw, including their comfort level, motivation, and assessment of the fairness of task distribution, are crucial mediating variables that determine whether the method will be internalized as a positive learning experience or not, which will then directly influence Jigsaw's effectiveness in improving narrative text reading skills.

Students' perceptions of the Jigsaw method are complex psychological constructs, shaped by their learning experiences, interactions with their peers, and subjective assessments of the method's benefits. Positive perceptions, for example, are believed to increase students' intrinsic motivation to actively participate in expert and home groups, which is central to Jigsaw's success (Aziz & Suharli, 2025). When students perceive Jigsaw as a fair and effective way to master material, they are more motivated to read, analyze, and prepare to become experts, which directly strengthens narrative text comprehension skills. Conversely, negative perceptions for example, feeling burdened by teaching responsibilities or experiencing failure in a group can cause students to withdraw, exhibit passive behavior, and ultimately diminish the intended benefits of collaboration, making it difficult to achieve the goal of improving reading skills.

Within the Jigsaw framework, the method's effectiveness in improving narrative text reading comprehension skills is inseparable from the central role of group discussion in facilitating information processing. This model explicitly encourages students to engage in higher-order thinking skills, requiring them to plan how to convey information, monitor their peers' understanding, and evaluate the effectiveness of their own explanations. This process requires a deep understanding of narrative texts, as an expert must be able to decipher the narrative structure, identify key points, and present them coherently to their peers. Therefore, students' positive perceptions of the collaborative environment created by Jigsaw are crucial; these perceptions influence the quality of interactions, the depth of discussions, and, in turn, how well students are able to use narrative texts as resources for teaching and learning within groups.

Despite Jigsaw's potential as an effective strategy, previous studies examining its impact on narrative reading skills still leave significant gaps. Most studies tend to focus on improving general cognitive learning outcomes (Aziz & Suharli, 2025; Wulandari, 2024), or on nonfiction text genres or main ideas (Astuti, 2022), and have not explicitly examined how students' perceptions of this method interact with their mastery of specific aspects of narrative texts. Narrative texts, however, require more complex interpretations of plot, characterization, and theme than simply searching for explicit information. Therefore, it is important to investigate the extent to which variables related to the Jigsaw method influence students' ability to grasp the depth and complexity of narrative texts, as these perceptions may be key to the success or failure of this method when applied to text types that require high levels of interpretation and contextual understanding.

The context of this research is crucial because it hypothesizes that student perception is a strong determinant of the effectiveness of the Jigsaw method, particularly in reading skills. When students, faced with narrative texts that often contain abstract vocabulary and specific cultural contexts, have positive perceptions of Jigsaw, they tend to be more persistent in overcoming textual comprehension barriers through intensive and supportive group discussions. However, if their perceptions are negative, they may overlook difficulties with vocabulary or sentence structure, directly hindering their comprehension of narrative texts. Therefore, this study aims to bridge the gap by simultaneously examining the interactive influence between the learning method (Jigsaw) and students' internal factors (Perception), a holistic approach rarely encountered in similar studies that focus solely on cognitive outcomes. This leads the research to another important variable integral to reading: vocabulary mastery.

One of the key determinants of success in reading comprehension, particularly narrative texts, is students' vocabulary mastery. Vocabulary serves as the foundation of language and directly influences readers' ability to grasp the meaning of sentences and interpret the overall content of the text (Munibi, 2018). In the context of narrative texts, which often contain rich diction, metaphors, or complex contextual terms to build characterization and setting, limited vocabulary creates significant lexical barriers. Students who do not master the extensive vocabulary found in the text will fail to connect ideas, identify characters' emotions, and ultimately, struggle to draw accurate conclusions or grasp the author's message. Therefore, investing in vocabulary strengthening is not merely complementary, but an absolute prerequisite for comprehensively improving narrative reading skills.

The relationship between vocabulary mastery and narrative reading skills is reciprocal and significant, as evidenced by numerous empirical studies. Research shows that vocabulary mastery has a significant influence and is a strong predictor of reading comprehension ability, contributing a substantial percentage to the total variance in students' reading ability (Munibi, 2023). Functionally, adequate vocabulary mastery enables students to process text automatically, reducing the cognitive burden of identifying word-by-word meanings, and shifting their cognitive focus to higher-order comprehension processes, such as inference and evaluation. Specifically for narrative texts, mastery of nouns, adjectives, and verbs related to describing characters' emotions and actions is a vital key. Therefore, increasing vocabulary will fundamentally enhance students' understanding of the story's complexity, character motivations, and the conflicts within the narrative.

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Vocabulary mastery plays a very specific role in the successful implementation of the Jigsaw method on narrative texts. When students are divided into expert groups, they are required to read subtopics of the narrative text, which are likely to contain new and unfamiliar vocabulary. If a student acting as an expert has low vocabulary mastery, they will face a double challenge: first, difficulty understanding the expert's material, and second, difficulty explaining that material to the original group. In a narrative context, failure to grasp the lexical nuances associated with the development of the storyline will result in incorrect or incomplete delivery, thus hindering the overall group's understanding. Therefore, a positive perception of Jigsaw will only be effective if supported by strong vocabulary mastery, as vocabulary is the primary interpretive tool students use to carry out their responsibilities as credible experts in the group.

Based on a literature review and analysis of empirical data (PISA 2022) as well as findings from local issues, this study identifies a research gap that urgently needs to be addressed. Most previous studies tend to examine the effect of the Jigsaw method (as variable X1) or vocabulary mastery (as variable X2) on reading skills separately. Meanwhile, very few studies have simultaneously examined how Perception of the Jigsaw Method (as a qualitative/psychological variable) and Vocabulary Mastery (as a cognitive variable) interact to influence the final outcome, namely Narrative Text Reading Skills (as the Y variable). This gap indicates that the actual mechanism behind Jigsaw's success, whether driven purely by its collaborative method or moderated

by internal student factors (perception and language capital), has not been comprehensively tested, even though both factors are theoretically closely related.

Therefore, this study, entitled "The Effect of Perception of the Jigsaw Method and Vocabulary Mastery on Narrative Text Reading Skills," has strong scientific justification. Its aim is to provide a new empirical contribution by testing a more comprehensive causal model, namely statistically analyzing the simultaneous and partial effects of these two independent variables. This study is expected to provide more detailed practical recommendations for educators; not only recommending the use of the Jigsaw method but also emphasizing the importance of building positive student perceptions through effective group management and integrating vocabulary reinforcement interventions as prerequisites for successful narrative learning. The results will be a strategic guide for designing learning that not only focuses on teaching techniques, but also on students' psychological and linguistic readiness in achieving the highest literacy competencies.

RESEARCH METHOD

The research was conducted at a public junior high school in Bogor Regency. By considering sampling data that is in accordance with the scope of the research, both in terms of distance, time, and research costs. This study will use a quantitative approach with correlation techniques. Researchers use SPSS software for analysis. This study uses a correlational study as a research design. The target population of this study is students of public junior high schools in Bogor Regency in the 2025/2026 academic year. The sample in this study is 87 respondents. This study uses a proportional stratified random sampling technique. In this study, researchers use secondary data. Where students will be given tests and questionnaires through English subject teachers. Data collection techniques used are interviews, surveys, and questionnaires. The instruments in this study are the Jigsaw Method Perception Test, Vocabulary Mastery Test, and Narrative Text Reading Ability Test. Data analysis techniques used are descriptive statistics, data analysis prerequisite tests, and research hypothesis testing.

RESULTS AND DISCUSSION

Results

Research Data Description

Table 1
Descriptive Statistics

		The Influence of Perception on Learning Methods	Vocabulary Mastery	Narrative Text Reading Skills
N	Valid	87	87	87
	Missing	0	0	0
Mean		74.46	76.76	74.37
Median		74.00	77.00	73.00
Mode		75	80	73
Std. Deviation		10.202	9.744	10.107
Minimum		50	51	47
Maximum		97	93	97

Based on the results of descriptive statistical analysis obtained through the SPSS program, the number of respondents involved in this study was 87 students, as indicated by the N value for

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each research variable. These descriptive statistics are used to provide an initial overview of the tendency of data distribution in the variables Perception of Learning Methods (X1), Vocabulary Mastery (X2), and Narrative Text Reading Ability (Y). Information regarding the minimum, maximum, mean, and standard deviation values provides a basis for understanding the characteristics of the data before conducting further analysis prerequisite testing and hypothesis testing. Thus, this statistical description serves as an initial stage to determine the general tendency of respondents' scores on each variable while also assisting researchers in interpreting the quality of data obtained from the research instrument.

Data Requirements Test Results

Normality Test (Kolmogorov-Smirnov)

Table 2

Test Normalits All Variables

One-Sample Kolmogorov-Smirnov Test			Vocabulary Mastery	Narrative Text Reading Skills
The Influence of Perception on Methods Learning				
N		87	87	87
Normal Parameters, b	Red	74.46	76.76	74.37
	Std. Deviation	10.202	9.744	10.107
Most Extreme Differences	Absolute	.077	.085	.079
	Positive	.077	.075	.071
	Negative	-.075	-.085	-.079
Test Statistic		.077	.085	.079
Asymp. Sig. (2-tailed) ^c		.200d	.175	.200d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the Kolmogorov–Smirnov One-Sample normality test conducted on the three research variables, namely Perception of Learning Methods (X1), Vocabulary Mastery (X2), and Ability to Read Narrative Texts (Y), a significance value (Asymp. Sig. 2- tailed) was obtained, each of 0.200 for the X1 variable, 0.175 for the X2 variable, and 0.200 for the Y variable. so it can be concluded that the data on the three variables are normally distributed based on the Kolmogorov-Smirnov test criteria.

Multicollinearity Test

Table 3

Tolerance and VIF Test

1	Influence of Perception on Learning Methods	.819	1.221
	Vocabulary Mastery	.819	1.221



Based on the results of the multicollinearity test in the table above, it is known that the Tolerance value for the two independent variables is $0.819 > 10$ and VIF is $1.221 < 10$. Thus, it can be concluded that there is no multicollinearity between the variables of the influence of perception of learning methods (X1), and vocabulary mastery (X2). This means that the two independent variables have a less strong relationship with each other and each contributes independently to the dependent variable of Narrative Text Reading Skills (Y). Therefore, the regression model used meets the assumption of multicollinearity-free and can be continued to the next stage.

Heteroscedasticity Test

The heteroscedasticity test aims to find out whether there is an unevenness of residual variance in the regression model. Based on the Scatterplot graph between ZPRED and ZRESID, the residual points are randomly scattered above and below the zero line without forming a specific pattern, so it can be concluded that the regression model does not experience heteroscedasticity and meets the multiple regression assumptions.

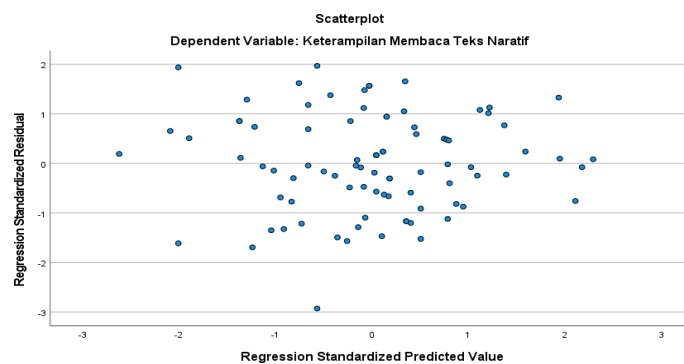


Figure 1
Scatterplot of Heteroscedasticity Test Results

Normality Error Test

To ensure that the residual (error) in the regression model is also normally distributed, the Kolmogorov-Smirnov test is performed on non-standardized residuals. The test results in table 4.11 show a significance value of 0.200, which is greater than 0.05. Thus, the residual is normally distributed, and the regression model meets the necessary inferential statistical assumptions.

Table 4
Error Normality Test

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		87
Normal Parameters, b	Red	.0000000
	Std. Deviation	8.06999539
Most Extreme Differences	Absolute	.050
	Positive	.050
	Negative	-.048
Test Statistic		.050
Asymp. Sig. (2-tailed) ^c		.200d

a. Test distribution is Normal.

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- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.



Linearity Test

The linearity test is performed to see if there is a linear relationship between the free variable and the bound variable. As shown in table 4.5, for the relationship between X1 (the influence of perception on Learning Methods) and Y (Descriptive Text Reading Skills), a significance value of 0.457 was obtained at the deviation from linearity, which is greater than 0.05, so the relationship is considered linear. Likewise, for the relationship between X2 (vocabulary mastery) and Y (Student Reading Comprehension) shown in table 4.6, a significance value of 0.644 was obtained, which also exceeded the limit of 0.05. Therefore, both relationships meet the assumption of linearity and are worth analyzing using linear regression.

Table 5

Results of the X1 over Y Regression Linearity Test

ANOVA Table

ANOVA Table				df	Red Square	F	Sig.
Sum of Squares							
Skills	Between	(Combined)	4751.907	33	143.997	1.893	.019
Reading Text	Groups	Linearity	2252.408	1	2252.408	29.605	.000
Narrative * Influence		Deviation from	2499.499	32	78.109	1.027	.457
Top perception		Linearity					
Method	Within Groups		4032.323	53	76.082		
Learning	Total		8784.230	86			

Table 6

Results of the X2 over Y Regression Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Keterampilan Membaca Teks Naratif * Penguasaan Kosakata	Between Groups	(Combined)	3045.162	13	234.243	2.980	.002
		Linearity	2285.106	1	2285.106	29.066	<.001
		Deviation from Linearity	760.056	12	63.338	.806	.644
	Within Groups		5739.068	73	78.617		
	Total		8784.230	86			

Based on the results of the normality test, multicollinearity test, heteroscedasticity test, error normality test, and regression linearity test above, it can be concluded that this data can be analyzed and further tested by linear regression analysis.

Research Hypothesis Testing

In this study, the hypothesis calculation is carried out as stated at the end of Chapter III. The results of the calculation and test can be seen in order in tables 4.7, 4.8, and 4.9.

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Table 7

Results of Multiple Regression Test

Model Summary				
Models	R	R Square	Adjusted R Square	Std.Error
1	.602a	.362	.347	8.166

Table 8

Results of the Joint Significance Test (F)

NEW ERA						
Models	Sum of Squares	Df	Mean Square	F	Sig.	
1 Regression	3138.495	2	1591.747	23.873	.001b	
Residual	5600.735	84	66.675			
Total	8784.230	86				

a. Dependent Variable: Narrative Text Reading Skills
b. Predictors: (Constant), Vocabulary Mastery, Perception of the Jigsaw Method

Table 9

Partial Significance and Variable Contribution Test Results

Coefficient						
Models	B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	
1 (Constant)	19.665	7.977		2.465	0.16	
Perception of the Picture and Picture Method	.350	.095	.353	3.671	.000	
Vocabulary mastery	.373	.100	.360	3.737	.000	

a. Dependent Variable: Narrative Text Reading Skills

The Influence of Perception on Learning Methods and Vocabulary Mastery Together on Narrative Text Reading Skills

The influence hypothesis is as follows:

H0 : $\beta_1 = 0$ and $\beta_2 = 0$

H1 : $\beta_1 \neq 0$ and $\beta_2 \neq 0$

H0: There is no significant influence of the influence of perception on learning methods and vocabulary mastery together on narrative text reading skills

H1: There is a significant influence of the influence of perception on learning methods and vocabulary mastery together on narrative text reading skills.

Based on the results of the regression analysis, it is shown that the regression model constructed has a double correlation coefficient (R) of 0.602, which is categorized as a strong relationship. Meanwhile, the value of the determination coefficient (R^2) was 0.362, indicating that 36.2% of the

variables of students' reading comprehension could be explained by the influence of learning media and vocabulary mastery. Based on the results of the F test shown in table 4.8, a significance value of 0.001 was obtained with an F value of 23.873. Because the significance value is less than 0.05, it can be concluded that together there is a significant influence between the perception of learning media and vocabulary mastery on narrative text reading skills. The multiple regression equation is obtained from the calculation of the results of the joint significance test (F) as shown. Based on the results of the SPSS, the following multiple regression equations are obtained:

$$Y = 19.665 + 0.350X_1 + 0.373X_2$$

This equation shows that every 1-point increase in the influence of perception on the learning method (X1) will increase the reading skill of the narrative text (Y) by 0.350 points. Similarly, every 1-point increase in vocabulary mastery (X2) will increase the reading skills of the narrative text (Y) by 0.373 points. A positive coefficient value indicates that the two variables have a positive linear relationship to the reading skill of the narrative text.

Based on the results of the correlation and regression tests, it is concluded that there is a significant influence of the variables free of perception on the learning method (X1) and vocabulary mastery (X2) together on the reading skills of narrative texts (Y).

The Influence of Learning Methods on Students' Reading Skills

The influence hypothesis is as follows:

H0: $\beta_1 = 0$

H1: $\beta_1 \neq 0$

H0: There is no significant influence of perception of learning methods on narrative text reading skills.

H1: There is a significant influence of the influence of perception on learning methods on narrative text reading skills.

To prove the hypothesis mentioned above, it is necessary to pay attention to the values/numbers listed in column t or columns for the line of the influence of perception on the learning method (variable X1). According to the existing provisions, the criterion for the significance of the regression is "if t-calculates > t-table, then H0 is rejected", which means that there is a significant influence of the independent variable X1 on the bound variable Y.

Based on the results of the partial t-test in table 4.10, it can be seen that the variable X1 (the influence of perception on the learning method), obtained a significance value of 0.001, which is smaller than 0.05 and with a t-calculation value of 3.671. This shows that H0 is rejected and H1 is accepted. Based on the results of the tests carried out, it can be concluded that there is a significant influence of the perceptual variable on the learning method (X1) on the reading skills of narrative texts (Y).

The Influence of Vocabulary Mastery on Narrative Text Reading Skills

The influence hypothesis is as follows:

H0 : $\beta_2 = 0$

H1 : $\beta_2 \neq 0$

H0 : There is no significant influence of vocabulary mastery on narrative text reading skills

H1 : There is a significant influence of vocabulary mastery on narrative text reading skills.

It can be seen that for the variable X2 (vocabulary mastery), the significance value is 0.001, which is smaller than 0.05. In addition, the t-count value is 3.737. Thus it can be concluded that H1 is accepted. This shows that the X2 variable exerts a significant influence on the reading skills of narrative texts.

Thus, based on the results of the correlation and regression tests, it is concluded that there is a significant influence of the independent variable of vocabulary mastery (X2) on the reading skills of narrative texts (Y).

Discussion

The results of this study indicate that perceptions of learning methods and vocabulary mastery significantly influence narrative reading skills. This finding aligns with and confirms various theories and previous research findings.

The influence of perceptions of learning methods and collective vocabulary mastery on narrative text reading skills

Based on the data description, after regression analysis, the regression line equation was obtained: $Y = 19.665 + 0.350X_1 + 0.373X_2$. This indicates that every 1-point increase in the perceived influence of the learning method (X1) will increase narrative text reading skills (Y) by 0.350 points. Similarly, every 1-point increase in vocabulary mastery (X2) will increase narrative text reading skills (Y) by 0.373 points.

The significance test of the regression coefficients showed that the regression coefficients were significant. This is indicated by a significance value of 0.001 (<0.05) with an F-value of 23.873. This indicates a significant influence between learning methods and vocabulary mastery on narrative text reading skills. Together, the two variables in this study contributed 36.2% to students' reading comprehension. This indicates that both affective factors (learning methods) and cognitive factors (vocabulary) play a role in achieving narrative text reading skills. This aligns with the theoretical framework of Grabe and Stoller (2019), which states that reading is a complex process influenced by the reader's background, linguistic ability, and motivation and attitude toward the text.

The reader's background will undoubtedly influence students' perceptions of themselves as readers. Students' understanding and experience with existing learning methods will significantly support their reading skills, particularly when reading narrative texts. This will influence their motivation and attitudes during learning, including during reading instruction. A positive influence will increase students' motivation to learn. Linguistic ability, including vocabulary mastery, will undoubtedly influence students' comprehension of narrative texts. Without adequate vocabulary, students will struggle to comprehend and grasp the information contained within narrative texts. Furthermore, texts often use metaphorical vocabulary, requiring advanced vocabulary mastery, where students need to derive meaning from expressions, terms, or idioms. Based on this explanation, it can be concluded that the influence of perceptions regarding learning methods and vocabulary mastery significantly influences narrative text reading skills.

The Influence of Perception of Learning Methods on Narrative Text Reading Skills

From the hypothesis testing, the Sig. value is obtained = 0.001 < 0.05 and tcount = 0.353, this proves that there is a significant influence of learning methods on narrative text reading skills of junior high school students in Bogor Regency. The results of the analysis show that students' positive perceptions of learning methods contribute to improving narrative text reading skills. According to the synthesis of theories in Chapter II, the Influence of Perception on Learning Methods is one form of language variety ability that is reflected in the use of correct rules and becomes a reference or model by the language-using community, and is used in formal situations. Meanwhile, narrative text reading skills in English are a drive within a person in doing work to produce the best results.

The Influence of Vocabulary Mastery on Narrative Text Reading Skills

Based on the hypothesis testing conducted, the obtained value was $0.001 < 0.05$ and $t\text{-test} = 3.737$. This indicates a significant influence of vocabulary mastery on the narrative text reading skills of public junior high school students in Bogor Regency.

The findings in this study, which revealed that vocabulary mastery is the most dominant factor influencing reading skills, support the theory proposed by Nation (2001). Nation stated that vocabulary mastery is a fundamental component in understanding written text. Without an understanding of the words in a text, students will have difficulty grasping the overall meaning, both explicit and implicit.

The greater influence of vocabulary mastery on reading comprehension compared to perceptions of learning methods certainly emphasizes the need for teachers to be more innovative in using engaging learning methods for students in English learning.

CONCLUSIONS

Based on the results of hypothesis testing and data analysis discussed above, the following conclusions can be drawn:

1. There is a significant influence between perceptions of the jigsaw learning method and vocabulary mastery on narrative text reading skills among junior high school students in Bogor Regency. This is evidenced by a significance value of $0.001 < 0.05$ with a calculated F-value of 23.873.
2. There is a significant influence between perceptions of the jigsaw learning method on narrative text reading skills among junior high school students in Bogor Regency. This is evidenced by a significance value of $0.001 < 0.05$ and a calculated t-value of 3.671.
3. There is a significant influence between vocabulary mastery on narrative text reading skills among junior high school students in Bogor Regency. This is indicated by a significance value of $0.001 < 0.05$ with a calculated t-value of 3.737.

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