

CHAPTER I

INTRODUCTION

This chapter covers the research background, research question, purpose of research, significance of research, scope and limitation, research hypothesis, and definitions key terms.

A. Background of the Study

Reading comprehension is one of the important aspects in learning English as a foreign language (EFL), especially at the junior high school level. Reading is an activity carried out by a reader to capture the message or information conveyed by the writer through a series of words or written language (Suryana et al., 2021). The reading activity in question is not just about recognizing words, but also expects students to understand the essence and details of a text. According to Septia et al., (2022), reading comprehension is the process of simultaneously obtaining and creating meaning obtained from interaction and participation with written language. With this understanding, students can identify main ideas, digest information, and expand their knowledge and insight more deeply. Not only that, this is also one of the keys to academic success and supports other skills such as writing, speaking, and even listening. Thus, reading becomes a major pillar for opening up global insight and mastering English comprehensively.

In English language learning in Indonesia, reading ability must be continuously developed, including mastery of key text types. According to Prameswari (2014), the BSNP curriculum introduces five main genres at the junior high school level—narrative, recount, descriptive, report, and

procedure—which help students understand varied text structures and purposes. This study focuses on descriptive texts because they are closely related to students' daily lives and commonly used to describe people, places, animals, and objects. Descriptive texts support students' reading comprehension by helping them identify characteristics and details, which enhances vocabulary development and visual understanding. Hartono (2020) notes that descriptive texts present concrete and familiar information, making them easier for junior high school students to comprehend. Descriptive texts are characterized by a clear generic structure (identification and description) and language features such as specific participants, simple present tense, and adjectives, making them an appropriate focus for this study.

In fact, various challenges are still often encountered in reading learning activities, especially English at the junior high school level. Al-Jarrah and Ismail (2018) and Ramadhianti and Somba (2023) both argue that some of the difficulties faced by EFL learners in reading comprehension include an inability to recognize text types or structures, lack of attention, difficulty with words, and limited knowledge of grammar. Furthermore, according to Septia et al., (2022), several factors that hinder students in reading are caused by a lack of interest and motivation, difficulty translating English words, limited school facilities, and a lack of support from the surrounding environment and parents. Supported also by research conducted by Fauziah and Dania (2024) and Prayitno et al., (2021), students face several difficulties in reading comprehension, including identifying word meanings, making conclusions, finding topics, and determining main ideas, analyzing text genres, vocabulary, negative expectations, and

reading strategies. Based on the problems mentioned above, it is necessary to apply an appropriate and effective technique and media that can help students overcome these difficulties and improve their reading comprehension skills in learning English.

The use of interactive digital media and appropriate learning technique has proven effective in overcoming students' difficulties in understanding English reading. According to Saefatu et al., (2023), the use of digital media can increase students' reading activities and interest because it presents material that is interesting, interactive, and easily accessible. In addition, the use of innovative digital media can increase student engagement in reading activities, both behaviorally and emotionally, thereby supporting learning success (Izati et al., 2021). Furthermore, the application of appropriate teaching techniques can significantly improve students' reading skills and interest. With structured and interactive techniques, students become more focused in understanding texts and more motivated to actively engage in reading activities (Kohar et al., 2022). Fitria et al., (2024) stated that, the application of appropriate techniques makes reading instruction more effective, helping students overcome obstacles such as limited vocabulary, understanding main ideas, and difficulty drawing conclusions. The combination of enjoyable media and systematic techniques enables students to not only understand texts literally but also develop a deeper understanding of meaning, which has an impact on their mastery of linguistic aspects such as vocabulary and sentence structure.

One technology-enhanced learning tool that has the potential to support students' reading comprehension is the Edpuzzle application. Edpuzzle is an

online learning platform that allows teachers to select and modify educational videos by adding explanations, comments, and interactive quizzes so that students can learn flexibly and be more involved in the learning process (Abou Afach et al., 2018; Mayang et al., 2021; Alfisyah, 2025). Teachers can utilize videos as instructional support and embed comprehension questions into the Edpuzzle platform. Students then engage with the learning material and answer the embedded questions to demonstrate their understanding of the content. Through these features, students are not only passive recipients of information but also actively interact with the learning material. Thus, Edpuzzle can serve as an engaging and effective learning medium to support students' reading comprehension.

Meanwhile, the Jigsaw technique is a cooperative learning model that encourages each group member to master a specific part of the material and teach it back to their groupmates through discussion activities, so that students become more active in the learning process (Herman et al., 2020). Students are divided into small groups, where each member is responsible for understanding one part of the text or video provided by the teacher. After that, they exchange information with each other to build a complete understanding of the material. Research conducted by Apriliyani and Kusumajati (2019) showed that the application of the Jigsaw technique effectively improves students' reading skills, as demonstrated by an increase in average scores and increased enthusiasm and participation among students in understanding texts in a fun way. In addition, Nurbianta and Dahlia (2018) also revealed that the Jigsaw technique can improve reading comprehension through active participation, motivation, and

cooperation among students. Thus, the application of the Jigsaw technique not only strengthens academic abilities but also develops social skills and individual responsibility in the learning process.

Several studies have shown that innovative media and techniques can improve reading comprehension. Alfisyah (2025) reported that the use of Edpuzzle as a digital learning tool enhanced students' reading comprehension by increasing engagement, motivation, and interaction through features such as embedded questions and teacher feedback. This indicates that technology-based tools can create student-centered learning environments that support independent learning. In addition, Sinaga et al., (2023) found that the Jigsaw teaching technique had a significant positive effect on eighth grade students' reading comprehension of descriptive texts at SMP Negeri 2 Tapian Dolok. The findings showed that students taught through the Jigsaw technique achieved better reading comprehension than those taught using traditional lecture-based methods. This finding is supported by Hind and Astuti (2024), who revealed that the implementation of Jigsaw in an EFL middle school classroom improved students' cooperation, confidence, and comprehension, provided that adequate teacher guidance was applied. Furthermore, Idayanti and Widiyati (2025) demonstrated that video-based instruction using animated videos significantly improved seventh-grade students' reading comprehension compared to conventional instruction, indicating that video media can effectively support students in visualizing and understanding textual information.

Although previous studies have separately demonstrated the effectiveness of the Edpuzzle application and the Jigsaw technique in improving

students' reading comprehension, research examining the integration of these two approaches remains limited. The integration of technology and collaborative learning has been recognized as a relevant approach in language learning. Rintaningrum et al. (2024) stated that technology plays an important role in mediating collaborative learning and optimizing language learning by facilitating interaction, participation, and knowledge sharing among learners. Similarly, Aghisni et al. (2025) reported that integrating interactive digital media with cooperative learning can significantly enhance students' reading comprehension by promoting active interaction with learning materials and collaborative discussion.

In the context of reading comprehension, Edpuzzle supports students' individual understanding of texts through interactive features such as embedded questions, feedback, and guided learning activities. Meanwhile, the Jigsaw technique encourages students to discuss, clarify, and exchange information with their peers, enabling them to construct meaning collaboratively. Therefore, integrating Edpuzzle and Jigsaw is expected to create a more meaningful reading learning process by combining technology-supported individual comprehension with collaborative discussion. Through this integration, students are provided with opportunities to develop their understanding of a text independently and strengthen their comprehension through peer interaction and knowledge construction. Based on this rationale, the researcher conducted a study entitled "The Effectiveness of Integrating Edpuzzle Application with Jigsaw Technique in Improving Students' Reading Comprehension of Descriptive Text".

B. Research Question

Based on the background of the study above, the research question is: “Is there a significant difference in students’ reading comprehension of descriptive text between those who are taught using the integration of the Edpuzzle application with the Jigsaw technique and those who are taught using video-based instruction and group discussion?”

C. Purpose of the Study

Based on the research problem above, this study aims to determine whether there is a significant difference in students’ reading comprehension of descriptive text between those who are taught using the integration of the Edpuzzle application with the Jigsaw technique and those who are taught using video-based instruction and group discussion.

D. Significance of the Study

The findings of this study are expected to contribute to the field of English language teaching, particularly in improving students’ reading comprehension of descriptive texts using the integration of Edpuzzle and the Jigsaw technique. For teachers, the use of Edpuzzle as a technology-enhanced medium provides interactive features such as embedded questions, immediate feedback, and learner analytics that can support more engaging and student-centered reading instruction. When combined with the Jigsaw technique, this approach promotes collaborative learning by encouraging students to actively construct meaning, share information, and develop a deeper understanding of descriptive texts. This integration may help teachers address diverse learning needs, increase student participation, and improve classroom interaction.

For the students, this approach is expected to enhance their comprehension of descriptive texts through multimodal input (visual and auditory) provided by Edpuzzle and reinforced through peer collaboration in Jigsaw activities. By engaging with video-based descriptive texts and completing comprehension tasks, students are likely to improve their ability to identify main ideas, recognize descriptive details, and understand language features such as adjectives and noun phrases. The collaborative nature of Jigsaw activities also supports the development of students' confidence and critical thinking skills, making the reading process more meaningful and motivating.

For future researchers, this study offers opportunities for further exploration related to the use of digital media and cooperative learning in reading instruction. Future studies may investigate the long-term effects of using Edpuzzle on students' comprehension of descriptive texts, compare the effectiveness of different cooperative learning techniques, or examine how learners with varying proficiency levels respond to the integration of interactive technology and collaborative learning. In addition, future research may focus on the challenges faced by teachers in implementing these approaches and strategies to optimize their use in junior high school contexts.

E. Scope And Limitation

This study focuses on students' reading comprehension of descriptive texts, particularly their ability to identify main ideas, specific descriptive details, and relevant language features. The research is limited to the use of Edpuzzle as the learning media and the application of the Jigsaw technique as the instructional method. It involves a limited number of seventh-grade students

from one junior high school. Therefore, the findings of this study may not be generalized to other educational contexts or grade levels.

F. Research Hypothesis

Based on the research problem and research objective, the hypothesis can be formulated as follows:

H_a : There is a significant difference in reading comprehension between students who are taught using the integration of Edpuzzle application with the Jigsaw technique and students who are taught using video-based instruction and group discussion.

H₀ : There is no significant difference in reading comprehension between students who are taught using the integration Edpuzzle application with the Jigsaw technique and students who are taught using video-based instruction and group discussion.

G. Definition of Key Terms

In this section, the writer presents the definition of the key term that will be used in doing the analysis:

1. Reading Comprehension

Reading comprehension is the ability to understand and construct meaning from written text by integrating prior knowledge with the information provided. It includes several essential skills: identifying factual details to locate explicit information, determining the main idea to grasp the central message, interpreting vocabulary based on context to understand word meaning accurately, recognizing referential words to follow the flow of ideas, and drawing inferences to conclude unstated meanings. Together, these skills

enable readers to interpret and evaluate written messages effectively.

2. Edpuzzle

Edpuzzle is an innovative online learning platform that empowers teachers to select and transform educational videos (from sources like YouTube or their own) into engaging, interactive lessons by embedding explanations, comments, and various types of questions. This integration allows students to move beyond passive viewing to actively interact with the material, fostering flexible and independent learning with the ability to replay content, while simultaneously providing teachers with automated assessment and real-time tracking of student progress.

3. Jigsaw Technique

The Jigsaw technique is a cooperative learning model, which promotes individual responsibility and group commitment by structuring learning like a puzzle. In this method, students are divided into groups where each member becomes an "expert" on a specific portion of the material, which they must then teach back to their groupmates to ensure all members achieve a complete understanding of the whole topic, thereby improving reading skills, social cooperation, and active participation.

4. Descriptive Text

Descriptive text is a type of writing that describes a particular person, place, or thing in detail so readers can clearly imagine it. Its main purpose is to provide specific information by portraying the characteristics, qualities, and features of the object being described. A descriptive text generally consists of two parts: Identification, which introduces the object, and

Description, which explains its detailed characteristics. Its common language features include the use of simple present tense, specific participants, adjectives, and nouns.

5. Video-based Instruction

Video-based instruction in this study refers to the instructional approach employed in the control group, in which video materials are used to deliver reading lessons. The videos combine visual images, audio, narration, and written text to support students' understanding of descriptive texts and facilitate the learning process.

6. Group Discussion

Group discussion in this study refers to a learning activity in which students work together in small groups to discuss, share ideas, and exchange information related to the reading materials. Through discussion, students are encouraged to express their opinions, clarify their understanding, and develop comprehension of descriptive texts through peer interaction.