

CHAPTER II

REVIEW OF RELATED LITERATURE

The research variables that are used in this study are presented in this chapter as theories. It explains the theories of reading comprehension, teaching reading, teaching application, edpuzzle application, teaching technique, cooperative learning, jigsaw technique, and descriptive text. The last part explains some previous studies related to this research.

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the ability to understand, interpret, and evaluate written text. This ability does not merely involve recognizing words, but also constructing meaning by connecting one's prior knowledge and experience with the ideas presented in sentences, paragraphs, and the whole text (Wittrock, 1981). Clarke et al., (2013) describe reading comprehension as the ability to understand the meaning of written messages so that readers can learn, acquire new knowledge, and even enjoy imaginative experiences. Through this process, readers not only gain information but also broaden their perspectives, develop new ways of thinking, and enrich vocabulary and intellectual growth.

Furthermore, reading comprehension is considered one of the most complex and fundamental language skills because it requires the reader to extract and construct meaning simultaneously. Butterfuss et al., (2020) emphasize that this process involves an interaction between the reader, the text, and the reading activity, supported by cognitive abilities, motivation, and

relevant knowledge within a specific social and cultural context. Based on these perspectives, reading comprehension can be concluded as a meaning-making process that requires the integration of linguistic skills, prior knowledge, cognitive engagement, and motivation. Thus, it becomes a crucial skill that enables readers to understand explicit and implicit meanings, expand their knowledge, and develop critical thinking abilities.

2. Significance of Reading Comprehension

Reading in English plays an important role in developing overall language skills. By getting used to reading, learners can expand their vocabulary, understand various sentence structures, and improve other English skills such as listening, speaking, and writing. In line with Farr (1981), reading is not only a process of recognizing words, but also a means of thinking and understanding meaning that helps learners develop their language skills comprehensively. Reading also helps improve speaking skills because learners can see examples of natural conversations, common expressions, and formal and informal styles of language, so that they become more confident in communicating.

In addition, reading can improve writing skills because it demonstrates the correct use of grammar, punctuation, and sentence structure in real contexts (NGO European Scientific Platform, 2021). Through the habit of reading, learners will also become accustomed to correct spelling and find it easier to recognize errors in writing. Reading comprehension skills are essential for success in various aspects of life—such as understanding academic texts, following current news and events, and writing and

responding to various work documents such as reports or analyses. Reading also provides personal enjoyment and satisfaction, making the process of learning English more enjoyable and less like formal study.

3. Components of Reading Comprehension

According to King and Stanley, as quoted by Maizarah (2018), there are five key components involved in processing reading comprehension: identifying factual details, determining the main idea, interpreting vocabulary based on context, recognizing referential words, and drawing inferences from the text. The theory above can be described as follows:

a.) Identifying Factual Details

This skill involves finding information that is presented directly in the text. Readers typically search for details such as reasons, purposes, times, places, or quantities using scanning techniques. Because it is explicit, this skill forms the basis of literal comprehension.

b.) Determining The Main Idea

Determining the main idea means recognizing the core message that the writer wants to convey in a paragraph. By understanding the main idea, readers can grasp the focus of the text and see the connections between pieces of information more clearly.

c.) Interpreting Vocabulary Based on Context

This skill involves understanding the meaning of words based on the context of the sentence or situation in the text. The ability to interpret vocabulary contextually helps readers avoid misunderstandings and understand the author's message more accurately.

d.) Recognizing Referential Words

The ability to recognize reference words means knowing pronouns or conjunctions and determining what they refer to. Understanding references is important for following the flow of ideas and relationships between sentences.

e.) Drawing Inferences from The Text

Inference is the ability to deduce information that is not stated directly. Readers combine clues in the text with prior knowledge to make logical conclusions or predictions, thereby understanding the implied meaning in the reading.

B. Teaching Reading

1. Definition of Teaching Reading

Teaching reading is the process of helping students develop the ability to understand written texts through word recognition and comprehension. This process involves guiding students to connect written symbols with spoken language, as well as understanding words, sentences, and texts as a whole using their background knowledge, vocabulary, and grammar. Effective teaching of reading takes into account the age, language background, and learning needs of students, using appropriate methods and materials. Pang et al., (2003). This teaching also recognizes the importance of cultural knowledge, especially when reading in a second language or foreign language. A balanced approach is recommended, combining the development of reading skills and strategies with meaningful and authentic reading materials to improve accuracy and comprehension.

According to Farr (1981), the concept of teaching reading is understood as a teaching process that focuses not only on mastering technical reading skills, but also on developing the ability to understand meaning and think critically through text. Farr explains that reading is an active process that involves interaction between the reader's prior knowledge, language, and personal experience to construct new understanding. Therefore, teachers need to create reading lessons that emphasize reading comprehension, not just letter or word recognition. Effective reading instruction is one that helps students use reading as a means to obtain information, broaden their horizons, and develop their thinking skills. In other words, reading is not the ultimate goal, but a tool for learning and understanding the world around them.

2. Principles of Teaching Reading

Effective teaching of reading should focus not only on helping students recognize words but also on enabling them to construct meaning from written texts. According to Harmer (2007), reading instruction should involve meaningful activities that encourage students to predict, infer, identify main ideas, and relate the text to their prior knowledge. Teachers should also select appropriate teaching methods and materials that match students' language proficiency, interests, and learning needs to create an engaging and effective learning environment.

Grabe and Stoller (2020) further emphasized that effective reading instruction should provide students with opportunities to interact actively with texts through appropriate strategies, meaningful tasks, and supportive learning resources. They argued that incorporating visual and multimedia

resources can facilitate comprehension by providing contextual information, activating background knowledge, and increasing students' engagement during the reading process. Therefore, the use of video-based instruction can support students in understanding texts more effectively and serves as an appropriate instructional medium for teaching reading comprehension.

3. Challenges of Teaching Reading

The main challenge in teaching reading comprehension to EFL learners is their limited vocabulary and grammar mastery (Setiyadi et al., 2016). A lack of vocabulary makes it difficult for students to understand main ideas and factual details because they spend too much time translating unfamiliar words. Weak grammar knowledge, especially in tenses and complex sentences, also prevents them from understanding sentence relationships and identifying referential words needed to follow the flow of the text. Time and resource limitations in the classroom also create difficulties (Hind & Astuti, 2024). Teachers often have to cover many text types within a short period, which leads them to prioritize test preparation instead of skill development. Moreover, the lack of appropriate reading materials or interactive tools makes reading lessons more teacher-centered, giving students fewer chances to practice and collaborate.

Another challenge comes from the nature of the text and students' lack of effective reading strategies (Susanti & Subekti, 2020). Many students do not know how to approach complex or academic texts and struggle to distinguish main ideas, make inferences, or read critically. When teachers use materials that are not interesting or relevant, students become unmotivated,

which reduces their engagement and comprehension. A final challenge is interference from students' First Language (L1) and limited cultural background knowledge (Golshan & Ranjbar, 2017). Differences in sentence structure and idioms between L1 and English can cause misunderstanding. In addition, when texts contain cultural references unfamiliar to students, they lack the schema needed to make inferences, resulting in difficulty understanding implicit meaning and deeper layers of the text.

C. Teaching Application

Teaching application refers to the use of instructional tools or platforms that support the teaching and learning process by facilitating the delivery of materials in a more interactive and effective way. In English language teaching, teaching applications function as learning supports that help teachers present content, guide students' learning activities, and enhance students' engagement. Traditional teaching applications such as textbooks, worksheets, blackboards, and printed media have long been used in classrooms and remain relevant for delivering structured and consistent content. However, studies indicate that these conventional applications have limitations in terms of interactivity and student engagement compared to digital-based applications (Febriansyah et al., 2024). In many cases, traditional applications tend to make learning more teacher-centered and less responsive to students' diverse learning needs, particularly in reading instruction, where students require guidance, stimulation, and active involvement to comprehend texts effectively (Seprie, 2024).

In contrast, digital teaching applications offer more dynamic support for reading comprehension through interactive and multimedia-based features. The

integration of digital applications in English teaching allows students to engage with learning materials through videos, visuals, and guided activities that encourage active participation and collaboration. Previous studies have shown that the use of digital teaching applications can increase students' engagement, peer interaction, and reading comprehension outcomes, especially when supported by appropriate instructional strategies (Suhendra et al., 2025). Furthermore, the effective implementation of digital literacy through teaching applications enables students to understand texts more deeply and enhances their motivation to read, making digital applications more effective than relying solely on printed materials in reading instruction (Pradita & Ningsih 2025). Therefore, teaching applications play an important role in supporting reading comprehension learning and serve as a foundation for integrating interactive digital tools such as Edpuzzle in EFL classrooms.

D. Edpuzzle Application

1. Definition of Edpuzzle Application

Edpuzzle is an e-learning platform that allows teachers to create interactive learning videos by adding questions to videos from YouTube or their own videos (Amaliah, 2020; Ware, 2021). Rahayu and Bhaskoro (2022) stated that, teachers can select and edit videos according to class needs by adding various types of questions, such as multiple choice, audio, voice notes, or comments, so that the assessment process in Edpuzzle becomes more focused. Furthermore, Abou Afach et al., (2018), Edpuzzle allows students to repeat questions and replay videos as many times as they need, so they can understand the material more comfortably without having to ask the teacher

directly.

In addition to giving students the freedom to learn independently, Edpuzzle also comes with assessment and tracking features that allow teachers to monitor student learning progress and evaluate their level of understanding of the material being studied. The platform provides a content library containing videos created by other educators that can be reused or customized to suit classroom needs (Edpuzzle, 2025). Interactive features embedded in videos encourage students to actively engage, as they not only watch but also interact through various questions that appear during the lesson. Thus, Edpuzzle supports the creation of a more effective, engaging, and student-centered learning process.

2. Features of Edpuzzle

Edpuzzle has several key features designed to turn videos into interactive and engaging lessons (Edpuzzle, 2025). This platform has various key features designed to transform videos into interactive and engaging learning tools. Edpuzzle allows teachers to edit videos by cutting out unnecessary parts, inserting multiple-choice or essay questions directly at specific points in the video, and adding voiceovers or audio comments to provide additional explanations. The platform also has a skip prevention feature to prevent students from skipping important parts of the video, and provides data analysis that allows teachers to monitor student progress, such as viewing duration and answers. In addition, Edpuzzle integrates with various Learning Management Systems (LMS) such as Google Classroom, supports the use of live mode for live class discussions, and provides a

collection of learning videos that can be used or modified by other teachers (Sundi et al., 2021).

E. Technique in Teaching Reading

Teaching techniques refer to the methods or strategies employed by teachers to deliver learning materials effectively and facilitate students' understanding (Ilyas & Armizi, 2020). Beyond transmitting knowledge, teaching techniques help create a conducive learning environment, stimulate students' curiosity, and encourage the development of critical thinking skills. By selecting appropriate techniques, teachers can accommodate students' diverse abilities, interests, and learning needs, thereby promoting active participation throughout the learning process. Furthermore, the integration of various instructional techniques, such as discussion, demonstration, and technology-assisted learning, can enhance classroom engagement and improve learning outcomes (Al-Rawi, 2013).

In teaching reading, the selection of appropriate techniques is particularly important because reading comprehension requires students to actively construct meaning from a text rather than merely recognize words. Effective reading techniques encourage students to identify main ideas, locate specific information, infer meaning, and connect prior knowledge with new information. Teachers are therefore encouraged to combine and adapt different reading techniques according to students' needs and learning objectives to make reading activities more engaging and meaningful (Putri et al., 2021; Saori et al., 2024). Consequently, selecting suitable teaching techniques plays a significant role in improving students' reading comprehension and overall learning achievement.

F. Cooperative Learning

Cooperative learning is a learning approach that places students in small groups to work together to achieve learning objectives (Halawa et al., 2022). This model emphasizes interaction between students, shared responsibility, and positive interdependence, so that students can help each other understand the material. Study by Nurmawati et al., (2021), found that this technique improves reading skills through clear role division and active student involvement. Similar findings were also reported by Nurchurifiani et al., (2024), which states that cooperative learning produces better reading outcomes than traditional methods because it can increase motivation, self-confidence, and in-depth understanding of the text.

In the context of reading instruction in the digital age, cooperative learning becomes increasingly relevant when combined with interactive media. The integration of collaborative strategies with technology has been proven to strengthen student engagement and ensure a more comprehensive understanding of the text being studied. The use of interactive digital media based on cooperative learning can significantly improve reading comprehension scores because students not only discuss but also interact directly with material enriched with videos, images, and quizzes (Aghisni et al., 2025). These findings indicate that combining cooperative strategies with digital media has the potential to improve the effectiveness of reading instruction, especially when students are learning texts that require deep comprehension, such as descriptive texts.

G. Jigsaw Technique

1. Definition of Jigsaw Technique

Jigsaw is a cooperative learning technique developed by social psychologist Elliot Aronson and his colleagues at the University of Texas in 1971 (Adams, 2013). According to Lubis and Harahap (2016), the Jigsaw technique is a cooperative learning method that organizes students into small groups, allowing each member to become an "expert" on a specific part of the learning material before teaching it to their group members. Similarly, Sholihah et al. (2019) explained that the Jigsaw technique differs from other cooperative learning methods because each student is responsible not only for mastering a portion of the material but also for teaching it to others. Likewise, Darmita (2022) stated that the Jigsaw technique is effective in promoting discussion, collaboration, active participation, and innovation throughout the learning process.

According to Johnson et al., (1994), the Jigsaw technique emphasizes each student's responsibility and commitment to contributing to the success of the group. Consistent with the concept of a "jigsaw puzzle," each student's assigned material represents one piece of the puzzle. A complete understanding of the lesson can only be achieved when all group members share and integrate the information they have learned. Therefore, the Jigsaw technique encourages active learning, develops students' communication and collaborative skills, and helps them construct a deeper understanding of the learning material. In reading instruction, this collaborative process enables students to exchange ideas, clarify information, and develop a better

understanding of the text, thereby supporting the improvement of their reading comprehension.

2. Jigsaw Technique Stages

According to Elliot Aronson, as quoted by Lubis and Harahap (2016), the application of Jigsaw in the classroom consists of ten main stages. First, the teacher divides the students into jigsaw groups of 5-6 people and then appoints a group leader, usually the most mature or responsible student. Next, the lesson material is divided into 5-6 sections, and each student is given one section to study and master. Students are then given the opportunity to read their section at least twice so that they understand the content without memorizing it.

After that, the teacher formed expert groups consisting of one representative from each jigsaw group to discuss important points and practice presenting the material. Once the discussion process was complete, each student returned to their original jigsaw group and presented their part of the material, while other members were given the opportunity to ask questions. During the activity, the teacher circulated to monitor the process, and the group leader was tasked with dealing with uncooperative members. At the end of the activity, the teacher gave a test to ensure that learning was not just a game, but truly demanded understanding and academic responsibility from each student.

In teaching reading comprehension, the Jigsaw technique is implemented by dividing a reading text into several sections, with each student assigned responsibility for understanding one part of the text.

Students first read and analyze their assigned section individually to identify the main idea, specific information, vocabulary, and implicit meaning. They then meet with members of the expert group to discuss their findings, clarify difficult parts, and develop a deeper understanding of the text. After returning to their original groups, each student explains the content of their assigned section, while the other members listen, ask questions, and combine the information from all sections to construct a complete understanding of the text. Through this process, students actively engage in reading, discussing, summarizing, and exchanging information, which promotes better reading comprehension and collaborative learning.

3. Advantages and Disadvantages

The Jigsaw technique has several key advantages in cooperative learning. It increases student engagement because each student becomes an “expert” on a specific part of the material and then teaches it to their groupmates, ensuring that everyone is actively involved. Abed (2019) found that this technique improves students’ reading comprehension and classroom interaction by promoting cooperation, accountability, and knowledge sharing. It also strengthens individual responsibility and group collaboration, as each student has an important role in the group’s overall success. Teachers act as facilitators who monitor group dynamics and ensure equal participation. According to Ahmada (2019) the Jigsaw model also boosts students’ motivation and engagement by making learning more interactive, enjoyable, and collaborative. It creates a democratic learning environment where all students can express ideas equally, contribute to problem solving, and develop

mutual respect, social relationships, character, empathy, and cooperation in English language learning.

Despite its advantages, the Jigsaw technique also has several disadvantages that may reduce learning effectiveness. One weakness appears when some expert-group members dominate discussions, limiting equal opportunities for other students to share ideas and information (Permadi, et al., 2016). This dominance prevents balanced participation and hinders the collaborative goals of Jigsaw. According to Suhaimah (2023), also noted that the model may face challenges such as students' limited cooperative skills, an inadequate number of group members, and a need for more instructional time, especially when the classroom layout is poorly organized. Therefore, these weaknesses must be anticipated to ensure that the implementation of the Jigsaw model runs effectively and supports the achievement of learning objectives.

H. Descriptive Text

Descriptive text is a type of writing that aims to describe a particular person, place, or thing clearly so that readers can imagine it through detailed information. Descriptive text portrays the image of a certain object and functions to inform readers about specific persons, places, or things in particular ways (Batubara, 2014). Similarly, Siregar (2021) states that descriptive text is a simple text that describes a single location, person, object, or thing, often focusing on sensory experiences such as how something looks, sounds, or feels. Furthermore, descriptive text is a type of writing that uses clear and detailed descriptions to portray a person, place, or thing, enabling readers to visualize the object being

described (Hanifa & Safitri, 2024; Siregar & Dongoran, 2020). Therefore, descriptive text can be defined as a text that describes specific objects, people, or places in detail to help readers imagine them clearly.

According to Siregar and Dongoran (2020), descriptive text has a specific social function, which is to describe a particular person, place, or thing. It enables writers to clarify physical characteristics and qualities of the object being described. Batubara (2014) also mentions that descriptive text usually depicts persons, animals, things, or locations, focusing on transferring a clear image from the writer to the reader.

In terms of structure, Batubara (2014) explains that descriptive text consists of two main parts: identification and description. Identification introduces the object or phenomenon to be described, including general information about it. Description then explains the parts, qualities, and characteristics in more detail. This structure is also supported by Siregar and Dongoran (2020), who state that identification identifies the phenomenon, while description elaborates its specific features.

Descriptive text also has distinctive language features. According to Siregar and Dongoran (2020), it commonly uses the simple present tense, focuses on specific participants, and applies attributive and identifying processes. Additionally, Batubara (2014) explains that descriptive text uses certain nouns, detailed noun phrases, various adjectives, relating verbs, and sometimes figurative language to make the description more vivid and meaningful.

I. Previous Studies

Previous studies play an important role as a source of reference and comparison in a study. Data collected by previous researchers allows for more comprehensive discussion, facilitates comparison of findings, and helps track the evolution of the case being studied. This researcher specifically utilized three references works compiled by other researchers.

A study conducted by Alfisyah, Supartinah, and Riyanto (2025) aimed to improve the reading comprehension skills of second-grade students at the Indonesian School in Jeddah through the use of Edpuzzle media. This study used the Classroom Action Research (CAR) method developed by Kemmis and McTaggart, which was carried out in two cycles involving 32 students. Data were obtained through observation, tests, and documentation. The findings indicated a substantial improvement in students' reading performance throughout the study. The average score increased from 44.82 in the preliminary stage to 68.14 after the first cycle and reached 82.41 in the second cycle. In addition, the percentage of students achieving mastery criteria rose considerably from 18.51% to 93%. These results suggest that Edpuzzle can be an effective instructional medium for improving students' reading comprehension.

On the other hand, research conducted by Rika Sinaga, Sanggam Siahaan, and Partohap Saut Raja Sihombing (2023) investigated the effectiveness of the Jigsaw technique in teaching descriptive texts. The researchers applied a quasi-experimental design using pre-tests and post-tests for both experimental and control groups. Students in the experimental group received instruction through the Jigsaw technique, whereas those in the control

group were taught using conventional lecture-based methods. The results demonstrated a notable improvement in both groups; however, the experimental group achieved higher gains. The mean score of the experimental group increased from 37 on the pre-test to 83 on the post-test, while the control group improved from 38 to 77. Furthermore, the statistical analysis revealed that the obtained t-value (2.4) exceeded the critical t-table value (1.671) at the 0.05 significance level. Consequently, the researchers concluded that the Jigsaw technique contributed significantly to improving students' reading comprehension of descriptive texts.

Then, research by Hind and Astuti (2024) examining how the Jigsaw technique is used in EFL classrooms to improve students' reading comprehension. Using a qualitative case study method, data was collected through observation, interviews, and lesson plan analysis. The results show that teachers implemented all steps of Jigsaw with some adjustments, such as gender-based grouping and additional activities to ensure student comprehension. This study concludes that the implementation of Jigsaw requires pedagogical flexibility, but remains effective in helping to improve students' reading comprehension.

Moreover, a study by Idayanti and Widiyati, (2025) investigated the effectiveness of animated videos in enhancing seventh-grade students' reading comprehension of descriptive texts using a quasi-experimental design involving experimental and control groups. The results indicated that students taught using animated videos achieved a higher mean post-test score (77.73) compared to those in the control group (69.17), with a significant value of 0.026 ($p < 0.05$),

demonstrating that video-based instruction can effectively improve students' reading comprehension by helping learners visualize and better understand textual content.

Previous studies have shown that both Edpuzzle and the Jigsaw technique can improve students' reading comprehension, sharing the same goal of helping learners understand texts better, even though they differ in approach—Edpuzzle using interactive digital media and Jigsaw relying on peer collaboration. However, these methods have only been examined separately and not as a combined strategy. Therefore, this study offers three novelties. First, this study develops an integrated instructional model that combines Edpuzzle and the Jigsaw technique into a structured technology-supported collaborative framework. Second, it addresses a contextual gap by applying this integration specifically to the teaching of descriptive texts at the junior high school level. Third, it investigates both the learning process and outcomes by examining how interactive video questioning and peer collaboration work together to enhance students' engagement and higher-order comprehension skills. Through these contributions, the study provides a more complete way to enhance students' understanding of descriptive texts.