CHAPTER I

INTRODUCTION

A. Background of Study

Teaching reading in English has become an essential aspect of education. This is because various fields, including business, tourism, and education, require international communication using English. Language makes business affairs smoother because it can make mutual understanding of business agreements also easier to manage with language. This is the case with the tourism and education sectors. English is crucial for the world of tourism to build a career in the tourism industry. This skill is an essential basis for understanding the explanation of a place in the form of a reading description (Damayanti, 2019). The development of English means that ELT must also continue to innovate, including teaching reading (Imsa-ard, 2022).

Teaching reading is part of an effort to improve literacy, which includes reading, writing, and counting skills. Modern literacy standards require students to modify themselves, manage themselves, and monitor themselves to become strategic readers who can choose information from the text, develop reasoning, and include critical reflection on the text when reading (Alghonaim, 2020). Literacy assessments at the international level have been recorded in the Program for International Student Assessment (PISA). PISA is organized by the Organization for Economic Cooperation and Development (OECD). It takes place every three years with the intention of measuring reading, numeracy, and science skills for

students at the junior high school level. Indonesia is one of the countries participating in this test program, with the latest test results released by the Ministry of Education and Culture, namely the test held in 2022, attended by 81 countries, providing results in improving Indonesia's literacy learning outcomes compared to the results of PISA 2018. Especially in reading literacy, Indonesia has increased from 74th to 71st. Although there has been an increase, this ranking still needs to show a higher level of reading literacy among students in Indonesia. According to the results of Patria (2020), it was concluded that from the results of the 2018 PISA reading test, Indonesian students experienced difficulties in foreign affairs and unfamiliar topics and text formats. These difficulties also reduce students' motivation to read English texts.

The problem of reading literacy level in Indonesian students is the basis for the need to improve reading learning in Indonesian education, especially in reading English texts. Efforts to increase students' interest in reading have been carried out by Saputra et al. (2021), namely game-based English learning, which has proven to be very helpful for teachers and students in learning activities. Game-Based Learning (GBL) incorporates play elements in the context of learning, aiming to increase student motivation, engagement, and understanding. According to Mulyani (2020), several teaching aids can increase student engagement and motivation, thereby improving the classroom environment and facilitating knowledge acquisition. Therefore, Game-Based Learning methods can be used using game tools to increase students' interest in reading.

Puzzles are one of the teaching tools or media that can be used in implementing game-based reading learning. Research conducted by Gholamian (2022) resulted in the conclusion that Jigsaw Puzzle have several advantages as follows: (1) they can encourage effective learning; (2) They can combine motivational and cognitive approaches in collaboration; (3) They can improve cognitive processes through a structured approach in the teaching and learning process in the context of tutoring; (4) It can improve student achievement. From these results, the type of Jigsaw Puzzle game is a tool that can be used in implementing game-based reading learning. The goal is to look at students' perceptions and see the level of motivation of students in reading English texts. The creation of this Jigsaw Puzzle game can be done in two conditions: offline using paper and online using the puzzel.org website so that students can directly sort the pieces using electronic media such as laptops or projectors. This makes students more familiar with the latest technology.

Furthermore, the combination of Game-Based Learning methods and Jigsaw Puzzle learning media will encourage students to complete tasks during the given time in a fun way and improve good perception in the application of game-based reading learning. Added to Ghazy et al. (2021) regarding the increase in students' interest in learning English using GBL, it is suggested that researchers in the future explore how to maintain students' continued interest in learning English using Game-Based Learning. Therefore, based on the suggestions above, the researcher wants to research the continuity of students' minds towards students' interest in

learning English, especially learning to read using Game-Based Learning using Jigsaw Puzzle media.

B. Delimitations

Based on the above identification, the researcher limits the problems that arise as follows:

1. The application of Game-Based Learning is in reading class.

2. Perceptions were taken from 8th-grade junior high school students at SMPN 6 Madiun.

3. The English material applied in this study is "Narrative Text" in the English textbook Nusantara for junior high school class VIII.

C. Research Questions

Based on the limitations of the above problems, this study can be formulated as follows:

1. What is the perception of students after learning to read using Game-Based Learning with Jigsaw Puzzle?

2. What are the strengths and weaknesses of using Jigsaw Puzzle media in Game-Based Learning, especially reading English texts?

D. Purposes

This study aims to describe students' perceptions of reading learning using Game-Based Learning methods and Jigsaw Puzzle teaching media.

1. The researcher wanted to determine students' perception of reading English texts after the Game-Based Learning process using Jigsaw Puzzle media.

2. The researcher wanted to find out the results of the strengths and weaknesses of Jigsaw Puzzle media in Game-Based Learning, especially reading English texts.

E. Significance of Research

The researcher is interested in seeing students' perceptions of the sustainability of students' interest in learning English, especially learning to read using a Game-Based Learning method using Jigsaw Puzzle media. This research focuses on collecting students' perceptions and wants to find out the strengths and weaknesses of using Jigsaw Puzzle media in Game-Based Learning, especially in reading English texts. The results of this study can be used as a basis for evaluation and reference methods for teaching reading to improve the reading literacy of students in Indonesia.

F. Definitional of Operational Key Terms

The researcher wanted to present definitions of some key terms related to this study. This is done to avoid misunderstandings to readers and to provide a clear understanding of the research. The key terms are as follows:

1. Perception is the result of the process of choosing, receiving, organizing, and interpreting information from the external environment to make it meaningful to people.

2. Teaching reading is the process of an educator's activity in practicing skills in scanning data by reading texts.

3. Game-Based Learning is a learning method that combines game procedures in the classroom to increase student motivation in learning activities.

4. Jigsaw Puzzle is a type of puzzle game in the form of a drawing piece. Next, the pieces are shuffled, and players are asked to sort the pieces into one complete picture.