

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter, the researcher reviews the literature related to the research area. It consists of sub-chapters. In the literature review, the researcher discusses some previous research relevant to the research topic. The following are the sub-chapters.

#### **A. Reading Skill on ELT**

Reading skills have an essential role in learning English. Compelling reading allows students to understand texts, expand knowledge, and develop critical thinking skills. In this literature review, several important aspects of developing reading skills in the context of learning English will be reviewed. Good reading skills have positive impacts, such as increased comprehension, a broader vocabulary, and better critical thinking skills. Mastering reading skills also allows students to access information from various sources better and acquire relevant new knowledge. With many reading texts and literacy, students find a lot of different important information, such as in the fields of education, science, economics, politics, and technology (Santoso, 2017). This means there needs to be a proper strategy in the reading process because it requires the fulfillment of reading goals correctly.

Reading has many strategies in its application. Research conducted by Putri (2021) at MA Pasangkayu found that reading techniques are often used in learning and considered easy for students to understand, namely skimming, scanning, and SQ3R techniques. As revealed Wahyuningsih (2018) in his research, wrote that the

skimming technique tries to help find a general topic or the main idea of the reading text, and it would be better if this technique were used on nonfiction texts or material that contains facts. It can be concluded that by using skimming techniques in reading activities, we can quickly find an overview of what is being talked about in the text. This means that if we generally know what is discussed in the text, then we will quickly understand the entire discussion of the text in detail.

The second technique, namely scanning, is a tool that can assist in finding the details of specific questions in the final assignment. This is very useful for students to find specific information to find the answer to the assignment or exam, and it makes their time shorter in answering the questions (Asmawati, 2015). The third technique that is often used and produces more specific information is SQ3R. This technique will be more time-consuming, but it will deliver complete information. SQ3R stands for "Survey," "Question," "Read," Recite, "and" Review. The use of this technique can be done if we get a thick literacy book but we want to get information effectively (Prastowo, 2015). In short, this technique can be used to search for more detailed information that you want to obtain from the text.

The use of technology is also a focus in the development of reading skills in learning English. E-books and digital reading provide access to a wide range of reading materials in English with features that help students understand the text interactively. English learning apps offer interactive reading exercises and personalized feedback. The use of visual media, such as videos and animations, can enrich students' understanding of the text by visualizing the text, translating

difficult words, and providing additional context. In addition, digital game media that can be applied in the classroom adds to the increasingly varied reading learning.

In conclusion, the development of reading skills in learning English involves scanning, skimming, and SQ3R strategies that help students understand and analyze texts. Factors such as language ability, motivation, and contextual knowledge also affect students' reading ability. The use of technology, such as e-books, English learning applications, and digital game media can improve the development of reading skills.

## **B. Game-Based Learning**

Game-Based Learning has become a significant research topic in the context of English language learning. According to research conducted by Ferdinandus (2020) the use of games in learning English provides significant benefits in increasing student motivation and participation. Research by Asih and Halisiana (2022) examined the effectiveness of the use of GBL in improving students' English speaking skills. The results showed that students who engaged in GBL showed significant improvements in speaking skills, including pronunciation, vocabulary and fluency.

The results show that digital game-based learning with two-tier testing and general digital game-based learning do not have a significant effect on learning effectiveness. However, we found from the results of the lag sequence analysis that students who are willing to take the time to read feedback on misunderstandings tend to have better learning effectiveness. Furthermore, incorporating two-tier

testing into digital games can effectively reduce anxiety and help students learn well.

In conclusion, the use of Game-based learning in learning English provides significant benefits, such as increased motivation. In its application, Game-Based Learning is consistently associated with student motivation to participate in learning activities. This method is a fun way to apply rankings and points. Students are encouraged to solve problems through games. In addition, Game-Based Learning includes many educational tools in the form of games that can be used both online and offline.

#### Jigsaw Puzzle

Jigsaw puzzle were first produced in 1766 by John Spilsbury, a cartographer. Jigsaw puzzle are puzzles made from images that are cut into pieces with a special design and can be stitched back together to form a complete picture. Jigsaw puzzle are very interesting for students and can help creativity, besides that puzzles also provide an educational experience for all ages.

In the world of education, Jigsaw Puzzle has a benefit, namely that with the existence of a Puzzle, students will be motivated to solve the Puzzle and want to continue participating in learning activities. According to Rahmatunnisa et al. (2018) puzzles as a learning medium have many benefits. First, improving cognitive skills, namely cognitive skills related to the ability to learn and solve problems, through puzzle media Children will try to solve problems, namely arranging pictures into a whole. It is supported by the results of research that has been carried out previously by Yolinda (2023) using puzzles will show the critical thinking

abilities of players when playing the game. In short, puzzles can be used to train the thinking skills of game players so that they can become an interesting teaching medium.

Second, improve fine motor skills, namely children can practice hand-eye coordination to match puzzle pieces and arrange them into one picture. Fine motor skills are related to the ability of children to use their small muscles, especially their fingers. Third, train reasoning skills and memory and concentration. Fourth, knowledge through Puzzles, namely children will learn many things ranging from colors, shapes, and drawings of puzzle pieces according to the material studied. The knowledge gained from a game will usually be more memorable for children than the knowledge gained from memorization. And it can also improve social skills, namely puzzle media can be played by more than one person and if the puzzle is played in a group, of course, it requires a discussion to design a puzzle piece image, which will increase social interaction. In short, Jigsaw Puzzle is a type of puzzle game that can be used in a Game-Based Learning method.

In addition, this game can improve students' social interaction with other friends. It is supported in previous researcher applications by Iriani & Çoruh (2023) finding in his research that the use of puzzle learning media, makes students active in participating in learning and discussing with friends. In conclusion, the use of puzzles can be an interesting media and can be applied to train children's social skills. Puzzle making can be done instantly by using the help of technology such as puzzle game making websites. Below are images from the media jigsaw puzzle created and applied on the puzzle maker's website, namely [puzzel.org](http://puzzel.org):

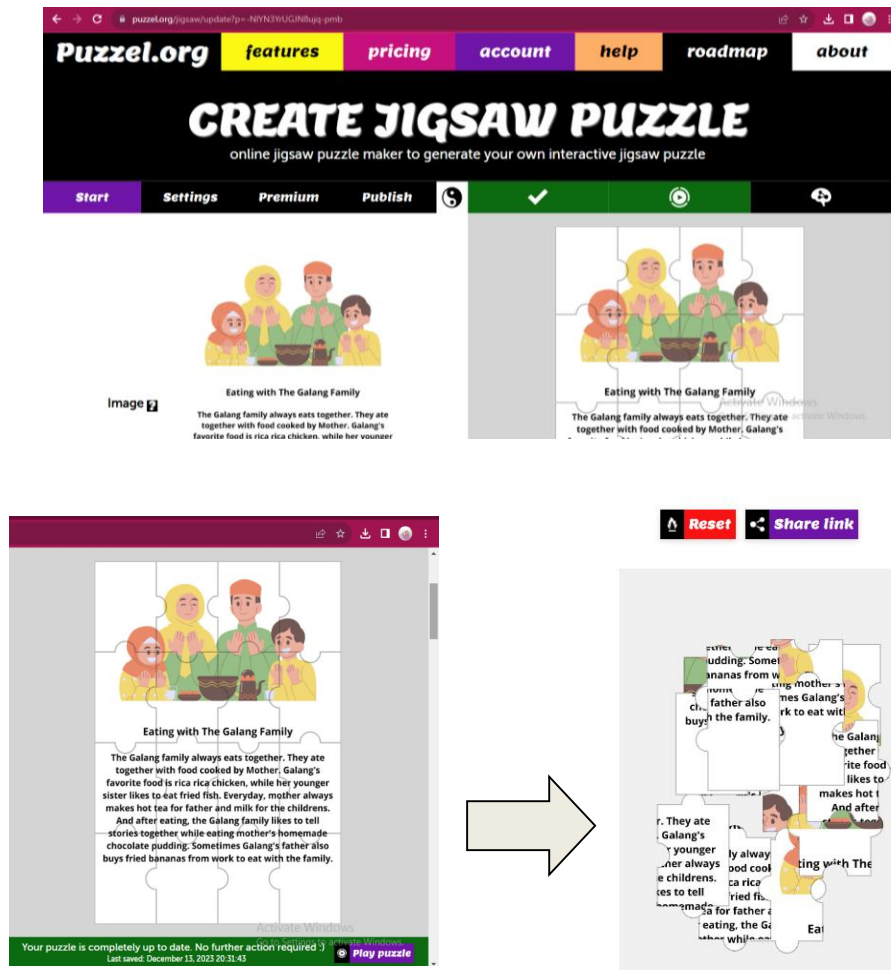


Figure 2.1 Website of Puzzle.org

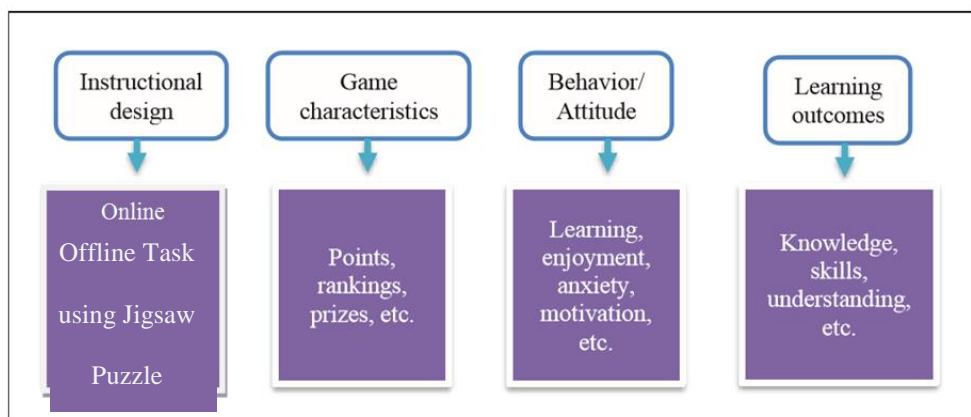


Figure 2.2 An Illustration of the Development of Gamified Learning