

**THE EFFECT OF USING WORDWALL GAMES ON STUDENTS'
READING COMPREHENSION AT SMAN 1 KEDIRI ACADEMIC YEAR
2025/2026**

SKRIPSI

Submitted to Partially Fulfill the Requirements for Obtaining a Bachelor's Degree
of Education in English Language Education Department Faculty of Teacher
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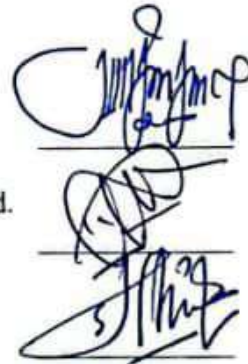
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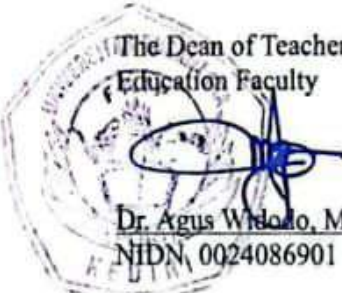
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MOTTO AND DEDICATION

MOTTO:

“Responsibility Must be Bigger than Appearance”

Mr. Kalend Osen

DEDICATION:

This Skripsi is dedicated to:

Allah SWT who constantly grants his mercies and blessings in writing this Skripsi.

To my dear parents, my eldest brother and his little family who always love, support and pray for me so I can finish it on time.

The fantastic advisors who are continually giving me the advice in doing this Skripsi.

To me myself for having the courage to begin, the strength to persevere, and determine to finish. I really did a great job.

ABSTRACT

Marisa Friday The Effect of Using Wordwall Games on Students' Reading Comprehension at SMAN 1 Kediri Academic Year 2025/2026, Skripsi, English Language Education Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri, 2026.

Keywords: Reading Comprehension, Wordwall Games, EFL Students

Reading comprehension is one of the most important skills in learning English because it enables students to understand, interpret, and construct meaning from the text. However, many students still experience problems with text comprehension, understanding the social purpose of texts, identifying main ideas, interpreting references, understanding explicit information and identifying implicit meanings. Innovative instructional media is needed to improve student engagement and reading comprehension outcomes through active participation, keeping learners' interest, and enabling meaningful interaction with reading materials through interactive educational tasks. The purpose of this study was to analyse the effect of using Wordwall Games on students' reading comprehension at SMAN 1 Kediri academic year 2025/2026.

This study employed a quantitative approach using pre-experimental one group pretest-posttest design. The population was 432 students of grade tenth in SMAN 1 Kediri, while the sample was 36 students from class X-B selected through purposive sampling. The research instrument was a reading comprehension test consisting of 30 multiple-choice questions based on analytical exposition texts. Data were collected through pre-test, treatment, and post-test assessments and analysed using descriptive statistics and paired-samples t-test using IBM SPSS Statistics version 32.

The results showed that the use of Wordwall Games enhanced students' reading comprehension. The average score increased from 55.08 in the pre-test to 82.58 in the post-test, an increase of 27.50 points. The result of the paired-samples t-test was significance at $p < 0.001$ which is less than the significance level of 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted meaning that there was a statistically significant effect of Wordwall Games on students' reading comprehension. In conclusion, the results revealed that Wordwall Games are a useful tool in teaching reading comprehension and improving student engagement in EFL classes.

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It is acknowledged that this Skripsi still has many shortcomings; therefore, greetings, critiques, and suggestions from various parties are highly welcomed. Finally, it is hope that this Skripsi will be beneficial for all of us, especially in the field of education, even if it just like a drop of water in the vast ocean.

Kediri, July 14th, 2026

A handwritten signature in black ink, appearing to be 'MARISA FRIDAY', written over a horizontal line.

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CHAPTER I

INTRODUCTION

In this chapter presents background of the research, Identification of the Research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms.

A. Background of the Research

It is generally agreed that reading comprehension is a basic skill in learning English. Reading allows students to learn, to increase their knowledge and to improve their language skills (Sulistyani et al., 2022). Reading is a key source of language input in English as a Foreign Language (EFL) which supports vocabulary acquisition, grammatical understanding and the development of higher-order cognitive processes. Reading comprehension is not only about identifying words and sentences, but it is an active construction of meaning in which information from the text is integrated with prior knowledge, experience and mental ability (Duke & Cartwright, 2021; Smith et al., 2021). Therefore, good reading comprehension is the ability to recognition of the social function of the text, identification of the main concept, comprehension of references, finding of explicit information, and interpretation of implied information of a text.

Reading comprehension is a very important but difficult skill for many EFL learners. Common problems students have is with understanding language, analysing sentence structure, identifying main ideas, and making inferences about their reading. These difficulties may prevent students from effectively understanding the reading material, and thus may affect their academic achievement. Students' motivation and involvement and linguistic problems greatly affect the development of reading comprehension. Less motivated readers tend to be less involved in classroom activities and have fewer opportunities to develop their reading comprehension skills. Reading education should therefore be aimed at developing comprehension skills and fostering motivation, engagement and active participation in the learning process.

The difficulties of reading comprehension are also evident in international educational assessments. Based on the 2022 Programme for International Student Assessment (PISA), the reading performance of Indonesian students is below the average of the OECD. Only a small proportion of Indonesian learners reached the minimum level of reading competence expected for their age group, which indicates that many students still have difficulties understanding, interpreting and evaluating written texts (PISA 2022 Results Factsheets Indonesia, 2023). The findings suggest that improving student engagement in reading activities and enhancing reading comprehension skills are still important challenges in Indonesian EFL classrooms.

Faced with these challenges, teachers are increasingly encouraged to incorporate innovative instructional media and technology-enhanced learning tools into the classroom. Studies have proven that the use of instructional technology is effective in creating an engaged learning environment, stimulating active participation of students, and promoting students' motivation to learn (Bond et al., 2020). Technology-enhanced learning offers interactive experiences that promote active engagement with educational material and enhance comprehension skills. As such, the use of technology in reading instruction has emerged as a vital tool for creating meaningful and successful learning experiences.

Wordwall is a technology-driven teaching platform that has generated a lot of interest in recent years. Wordwall is an online education platform for teachers to create a variety of interactive, game-based learning activities, such as quizzes, matching exercises, word searches, random wheels and other gamified tasks. They are able to transform traditional learning materials into more engaging and fun learning experiences. Previous research has demonstrated that interactive digital learning environments can enhance students' interest, engagement, and academic achievement by promoting their active involvement in classroom activities. Therefore, Wordwall has been increasingly used as an educational tool to support language learning and to improve student participation in lessons.

The concept of gamification can clarify the effectiveness of Wordwall. Gamification is the use of game-design elements in non-game contexts to increase user engagement, motivation and participation (Deterding, 2011). Gamification is

recognised as an efficient method to promote active learning and improve fun learning in educational settings. Gamified learning settings may enhance students' engagement in classroom activities by offering such features as challenge, reward, competition, and instant feedback (Zeng et al., 2024). Using gamification in reading instruction can improve reading comprehension skills by transforming traditional reading assignments into interactive activities that encourage active student interaction with texts.

Research in educational technology has shown that interactive and game-based learning environments can increase student engagement, motivation, and academic achievement. Likewise, the studies on the employment of Wordwall in English language learning have mostly reported positive outcomes on student participation, classroom engagement, and academic performance. The findings suggest that Wordwall holds great promise to improve reading instruction through the creation of an interactive learning environment that encourages active student participation and increased engagement with reading content.

However, there are still some research gaps. Most of the previous research has focused on elementary and junior high school students, and very little attention has been paid to senior high school learners. This distinction is important as senior high school students have more developed cognitive abilities, a larger vocabulary and better abstract and critical thinking skills than younger learners (White, 2014; Fitrianna et al., 2025). As a result, instructional media that is effective for young learners may not be as effective for senior high school students. Therefore, for the future research, the researcher should examine the effectiveness of Wordwall Games to enhance the reading comprehension skills of senior high school students, especially the tenth grade.

Preliminary observations of the researcher during the teaching practice at SMAN 1 Kediri found that many students in the tenth grade had difficulty in understanding the English reading texts. Students often found it difficult to locate basic concepts, understand references, obtain specific materials, and assess the overall importance of readings. Furthermore, the activities for reading in the classroom were based on traditional instructional methods, which led to a lack of

student involvement and less enthusiasm during reading time. This study focuses on students in the tenth grade, who are making the transition from lower to upper secondary school, a time when reading comprehension skills are essential for academic achievement. At this stage students should be able to approach more complicated reading materials and be more autonomous in understanding texts. Thus, children's reading comprehension skills should be improved. These problems indicate the need for innovative instructional media that can help students in developing their reading comprehension skills while improving their motivation, engagement, and active participation in the learning process.

Taking into account the above-mentioned concerns, the researcher believes that Wordwall Games is an effective educational tool to improve students' reading comprehension. Wordwall Games, with its interactive and game-based functionalities, offers students great chances for active engagement with the reading materials, thereby fostering a more stimulating learning environment.

The study aims to evaluate the effect of Wordwall game on reading comprehension skills. It highlights Wordwall as a digital game-based learning tool which improves students' text comprehension. The study focuses on Year 10 students as they are in the process of moving from lower to upper secondary school and this is a time when their reading comprehension skills need to be developed.

The primary concerns of this research are based on several reasons related to students' reading comprehension. Many students still have difficulty in understanding English reading materials. They often struggle to grasp the overall importance of a passage, which hinders their ability to interpret information effectively and achieve the desired learning outcomes. In addition, students frequently experience difficulty identifying the main ideas, specific facts, and supporting details in reading texts. This leads to people often being unable to differentiate between relevant and irrelevant information, which has a negative impact on their reading comprehension skills. Furthermore, students limited vocabulary and insufficient grammatical knowledge, which prevents them from reading texts successfully. Foreign vocabulary and complex sentence structures can

create uncertainty for students, making it difficult for them to find meaning in texts and thus reducing their overall understanding.

These problems necessitate the development of new and engaging instructional materials that can enhance students' reading comprehension skills and foster greater motivation, active participation, and engagement in classroom learning activities. Therefore, the use of game-based learning resources such as Wordwall Games may be a better alternative to providing a more interesting and meaningful educational experience.

One major strategy to enhance reading comprehension among students is the use of creative instructional media that enhances motivation, engagement and active participation in learning. This study was conducted to investigate the effect of Wordwall Games on reading comprehension of tenth grade students at SMAN 1 Kediri. This was due to the potential of Wordwall Games and the lack of research conducted on senior high school students. Hence, this study is entitled "The Effect of Using Wordwall Games on Students' Reading Comprehension at SMAN 1 Kediri Academic Year 2025/2026".

B. Formulation of the Research

The following research questions are proposed to guide the study based on the research background and the problems raised:

1. How is the students' reading comprehension before being taught using Wordwall Games?
2. How is the students' reading comprehension after being taught using Wordwall Games?
3. Is there any significant effect of using Wordwall Games on student's reading comprehension?

C. Purpose of the Research

Based on the problem formulation mention above, the objectives of the research are as follows:

1. To know the students' reading comprehension before being taught using Wordwall Games.
2. To know the students' reading comprehension after being taught using Wordwall Games.
3. To examine the effectiveness of Wordwall Games on students' reading comprehension.

D. Significance of the Research

1. For Students

This study aims at improving the students' reading comprehension, increasing their motivation to learn and encouraging them to be active in the classroom by using Wordwall Games.

2. For English Teacher

This study aims to provide English teachers with an alternative method of teaching reading comprehension through Wordwall Games. It can help educators create more engaging and interactive learning experiences. The results may also encourage educators to apply technology in English language teaching.

3. For Future Researcher

It is expected that this research will give a reference to the future scholars who intend to have a similar investigation by using Wordwall Games or other digital educational media in English language teaching.

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