

**THE EFFECT OF USING WORDWALL ON THE READING
COMPREHENSION OF TENTH-GRADE STUDENTS AT SMA
NEGERI 1 GROGOL KEDIRI**

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For Obtaining the Degree of Bachelor of Education (S.Pd.)
In the English Education Study Program



By:

APRILIA INTAN NUR AINI

NPM: 2214050028

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

SKRIPSI

By:

APRILIA INTAN NUR AINI

NPM: 2214050028

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University of Nusantara PGRI Kediri

Date: July 15th, 2026

Advisor 1



Dr. Suhartono, M. Pd.
NIDN. 071402690

Advisor 2



Dr. Diani Nurhajati, M. Pd.
NIDN. 071112302

APPROVAL SHEET

Skripsi by:

APRILIA INTAN NUR AINI
NPM: 2214050028

Entitled:

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Approved and accepted by all its qualification by the Examination Committee of English
Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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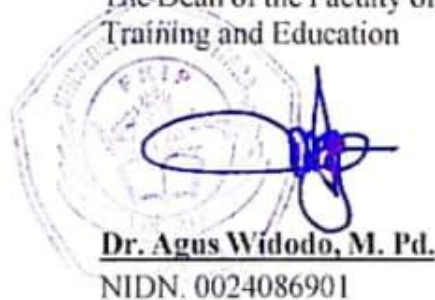
And Declared to Have Fulfilled the Requirement

Committee examiner:

1. Chairman : Dr. Suhartono, M.Pd.
2. First Examiner : Dr. Dewi Kencanawati, M.Pd.
3. Second Examiner : Dr. Diani Nurhajati, M.Pd.



The Dean of the Faculty of Teacher
Training and Education



Dr. Agus Widodo, M. Pd.
NIDN. 0024086901

STATEMENT OF WRITING ORIGINALLY

The undersigned below:

Name : Aprilia Intan Nur Aini

Sex : Female

Place/Date of Birth : Nganjuk, April 8th 2004

NPM : 2214050028

Faculty/Department : FKIP/ English education Education Department

Declare truthfully, that in this skripsi there is no work that has ever been submitted for aa graduate degree at a university, and to the best of my knowledge there is no written work or opinion that has ever been published by another person, except those that deliberately and written referred to in this text and mentioned in the bibliography.

Kediri, July 15th 2026

Signed by:



APRILIA INTAN NUR AINI

NPM. 2214050028

MOTTO AND DEDICATION

MOTTO:

"Believe you can and you are halfway there"

(Theodore Roosevelt)

DEDICATION

1. I dedicate this skripsi to Aprilia Intan Nur Aini as a researcher, for having the courage to continue even when the journey felt overwhelming. Thank you for staying strong, for believing in your own abilities, and for never giving up despite the challenges, doubts, and exhaustion along the way. This achievement is a reflection of your hard work, perseverance, and determination.
2. I dedicate this skripsi to my beloved parents, Mr. Mulyadi and Mrs. Suminah. Thank you for your endless love, sincere prayers, unwavering support, and countless sacrifices. Your encouragement has been my greatest source of strength throughout this journey. This accomplishment is dedicated to you, as a small token of gratitude for everything you have done for me.
3. I dedicate this skripsi to my beloved partner, Prada M. Khoirul Nushoni. Thank you for your love, patience, understanding, and constant support. Thank you for standing by my side during the most difficult moments and for always reminding me to keep moving forward. Your presence has made the journey more meaningful and less burdensome.
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5. Finally, I dedicate this thesis to everyone who has contributed, supported, and prayed for my success. May this work be beneficial and inspire others in their own journeys.

ABSTRACT

Title: THE EFFECT OF USING WORDWALL ON THE READING COMPREHENSION OF TENTH-GRADE STUDENTS AT SMA NEGERI 1 GROGOL KEDIRI

Keywords: *Wordwall, reading comprehension, EFL students, digital learning media, reading achievement.*

Reading comprehension is one of the important skills in gaining English skills. However, many students still find it difficult to grasp English literature because of restricted vocabulary, low enthusiasm, and traditional teaching techniques. Hence, it is believed that interactive digital media will enhance students' reading comprehension. This study is intended to describe the reading comprehension of the tenth-grade students of SMA Negeri 1 Grogol before and after being taught by using Wordwall and to find out whether there is a significant effect of utilising Wordwall on students' reading comprehension.

This study adopted a quantitative approach with a pre-experimental design method employing a one-group pre-test-post-test design. The sample in this study was 32 students of class X-10 at SMA Negeri 1 Grogol Kediri which was taken using a purposive sampling technique. The research instrument was a reading comprehension exam consisting of 20 multiple-choice questions on descriptive and narrative texts. Data were analysed using descriptive statistics, the Shapiro-Wilk normality test and the Wilcoxon Signed-Rank Test with the help of SPSS version 27.

The result of the studies showed that the students' mean score in pre-test was 53.44 which indicates the comparatively low level of reading comprehension before the therapy. The mean score after the deployment of Wordwall improved to 89.53. The results from the Wilcoxon Signed-Rank Test showed that the Asymp. Sig. (2-tailed) was 0.000, which is less than the significance level at 0.05 ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. The results of this study demonstrate that Wordwall has a considerable effect on students' reading comprehension.

In conclusion, Wordwall was successful in improving the reading comprehension of the tenth-grade students at SMA Negeri 1 Grogol Kediri. Wordwall's dynamic and game-like features raised student engagement and improved success in reading comprehension.

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The author realizes that this skripsi is far from perfect. Therefore, constructive suggestions and criticisms are welcomed for the improvement of

this research. Hopefully, this skripsi can be useful for readers and future researchers.

Kediri, *July 15th* 2026



APRILIA INTAN NUR AINI

NPM: 2214050028

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CHAPTER I

INTRODUCTION

This chapter addresses a variety of topics, including the research background, problem formulation, research purpose, and significance.

A. Background of the Research

Reading is one of the most significant skills in learning English, particularly for students learning English as a foreign language (EFL). It serves a crucial function in helping students to absorb knowledge, to explain their vocabulary, and to understand grammatical structures. Reading helps pupils understand the meaning of texts and to develop their general language ability. According to Grabe & Stoller (2020), reading is a complicated cognitive activity that requires decoding symbols to extract meaning. It is a basic ability in language learning. Therefore, it is essential for senior high school pupils to develop reading comprehension.

However, many tenth-grade students still struggle to understand English texts. These problems are generally caused by a limited vocabulary, a lack of previous knowledge, and a lack of willingness to read. During the *Pengenalan Lapangan Persekolahan (PLP)* 1 program at SMA Negeri 1 Grogol, it was discovered that many tenth-grade students lacked enthusiasm and involvement when learning using traditional reading methods such as textbook-based activities and teacher-centered instruction. In contrast, when students were introduced to digital learning tools, they were more enthusiastic and eager to participate.

During reading class, many students tend to translate texts word by word rather than understanding the overall meaning, which makes reading inefficient and time-consuming. ALQAHTANI (2015) states that vocabulary is one of the main factors affecting reading comprehension, especially for EFL learners. In addition, Butarbutar, E. R. J., & Haswani, n.d. (2021) discovered that students typically encounter problems in determining major ideas, locating references, understanding language, and making inferences when reading English literature.

Besides cognitive problems, students' low motivation to read is also a major issue. Many students consider reading activities, particularly in English, to be boring and difficult. This condition is often influenced by the use of conventional teaching methods that are teacher-centered and less interactive. According to

Wigfield et al. (2016), motivation has an important function in developing reading, and highly motivated students tend to achieve better comprehension. Therefore, teachers need to apply innovative and engaging teaching strategies to increase students' interest in reading.

Today, in the digital age, technology offers many options to make the learning experience more interesting and engaging. One of the digital tools that can be used in teaching is Wordwall. Wordwall is an interactive platform enabling teachers to create a variety of learning activities like quizzes, matching games, and word puzzles. These exercises may make learning fun and increase student engagement in the classroom. Wang & Tahir (2020), state that game-based learning enhances student engagement and learning results.

Wordwall was chosen as an interactive learning medium because it includes a variety of features that facilitate engaging and student-centered learning activities. It enables teachers to develop personalized games and exercises that are visually appealing and easy to access, thereby increasing students' passion for learning English, particularly reading. Wordwall stands out for integrating game features with educational content, resulting in an effective and enjoyable learning experience. According to Wulandari & Iskarni (2026), interactive digital learning tools such as Wordwall can transform traditional teacher-centered classrooms into more engaging and interactive learning environments. These tools are effective in increasing students' participation, motivation, and reading comprehension.

Swari (2023) conducted a study entitled "*Wordwall as a Learning Media to Increase Students' Reading Interest*", published in the *Jurnal Pendidikan Bahasa Inggris Indonesia*. The study examined the use of Wordwall as a digital learning medium to enhance junior high school students' interest in reading English texts. The findings revealed that Wordwall, through its interactive features such as quizzes and matching games, successfully created a more engaging and enjoyable learning environment. As a result, students became more motivated and actively involved in reading activities. The study suggests that teachers can use Wordwall as an interactive and appealing instructional tool to foster students' reading interest and create a positive attitude toward reading in EFL classrooms.

Based on the facts above theoretical ideas and practical observations from PLP 1, Wordwall is seen as a viable tool for engagingly improving students' reading skills. However, several problems have been identified, underscoring the need for this research. Many tenth-grade students in SMA Negeri 1 Grogol still have problems in reading comprehension especially in identifying main ideas, understanding supporting details and making inferences from the English texts. Moreover, students have low motivation and interest in reading activities in general and this affects their learning outcomes. In schools too, reading is often taught using traditional, teacher-centered approaches such as textbook activities and direct explanation, which do not fully engage students or foster habits of independent reading. Although students' digital literacy is relatively high, the use of interactive digital tools in English reading instruction remains limited. Moreover, Wordwall is known as a beneficial instructional platform, research on its effectiveness in improving reading comprehension at the senior high school level remains limited, particularly in public schools such as SMA Negeri 1 Grogol. Previous studies mostly focused on students' motivation, vocabulary mastery, or reading interest, and were commonly conducted at the junior high school level. Therefore, research specifically examining the effect of Wordwall on reading comprehension among senior high school students remains limited. To provide a more focused investigation, this study is limited to tenth-grade students of SMA Negeri 1 Grogol Kediri, specifically class X-10, as the research participants. The study focuses only on the use of Wordwall in teaching reading comprehension of descriptive and recount texts. Furthermore, the aspects of reading comprehension investigated are identifying main ideas, finding supporting details, making references, and understanding vocabulary. Other language skills such as speaking, listening, and writing are beyond the scope of this study. This condition highlights a research gap and emphasizes the importance of conducting context-specific, classroom-based research that not only evaluates the effectiveness of Wordwall but also provides practical recommendations for secondary school EFL teachers.

B. Formulation of the Research

Based on the background of the study, the researcher formulates the questions, as follows:

1. How is the reading comprehension level of the tenth-grade students at SMA Negeri 1 Grogol before being taught using Wordwall?
2. How is the reading comprehension level of the tenth-grade students at SMA Negeri 1 Grogol after being taught using Wordwall?
3. Is there a significant effect of using Wordwall on the reading comprehension of the tenth-grade students at SMA Negeri 1 Grogol?

C. Objective of the Research

Based on the formulation of the research, the main purpose of the research as follows:

1. To describe the reading comprehension of the tenth-grade students at SMA Negeri 1 Grogol before being taught using Wordwall.
2. To describe the reading comprehension of the tenth-grade students at SMA Negeri 1 Grogol after being taught using Wordwall.
3. To determine whether is a significant effect of using Wordwall on the reading comprehension of the tenth-grade students at SMA Negeri 1 Grogol.

D. Significance of the Research

The research being conducted is intended to make significant contributions to numerous parties involved in English language teaching and learning, as follows:

1. For Teacher

This study proposes an alternate and unique teaching technique that employs Wordwall as an interactive medium. It can assist teachers in creating a more interesting and stimulating learning environment, hence improving students' reading skills and increasing classroom involvement.

2. For Student

The use of Wordwall is expected to make English reading more enjoyable and interactive, perhaps enhancing students' motivation and interest in reading. As a result, students may improve their reading comprehension and critical thinking skills.

3. For Researcher

This study provides practical experience and a deeper knowledge of how to use digital learning resources in EFL classrooms. It also helps the researcher's academic progress and provides a framework for future study on technology integration in language acquisition.

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