

**THE EFFECTIVENESS OF USING WORDWALL MEDIA IN THE TEACHING
READING TO THE SEVENTH GRADE STUDENTS OF
SMP NEGERI 5 KLATEN IN THE ACADEMIC YEAR 2025/2026**

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ABSTRACT

This study aimed to investigate the effectiveness of using Wordwall media in teaching reading comprehension of descriptive texts to seventh grade students of SMP Negeri 5 Klaten in the 2025/2026 academic year. This research employed a quantitative research method with a quasi-experimental design. The instrument used in this study was a test consisting of pre-test and post-test. The data were collected through pre-tests and post-tests and analyzed using descriptive statistics and an independent sample t-test with the assistance of SPSS. The findings showed that the students' reading comprehension achievement before the implementation of Wordwall media was relatively low. After the treatment, students in the experimental class demonstrated better reading comprehension achievement. The mean score of the control class was 67.03, while the mean score of the experimental class reached 79.53. These results indicate that students who learned through Wordwall media achieved higher reading comprehension scores than those who learned through conventional teaching methods. Based on the findings, it can be concluded that Wordwall media was effective in improving students' reading comprehension of descriptive texts. The use of Wordwall provided an interactive and technology-based learning environment that increased students' motivation, participation, and engagement in the learning process.

Keywords: *Wordwall media, reading mastery, quasi-experimental design.*

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan media Wordwall dalam pengajaran pemahaman bacaan teks deskriptif kepada siswa kelas tujuh SMP Negeri 5 Klaten tahun ajaran 2025/2026. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain kuasi-eksperimental. Instrumen yang digunakan dalam penelitian ini adalah tes yang terdiri dari pre-test dan post-test. Data dikumpulkan melalui pre-test dan post-test dan dianalisis menggunakan statistik deskriptif dan uji-t sampel independen dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa pencapaian pemahaman bacaan siswa sebelum penerapan media Wordwall relatif rendah. Setelah perlakuan, siswa di kelas eksperimen menunjukkan pencapaian pemahaman bacaan yang lebih baik. Rata-rata skor kelas kontrol adalah 67,03, sedangkan rata-rata skor kelas eksperimen mencapai 79,53. Hasil ini menunjukkan bahwa siswa yang belajar melalui media Wordwall mencapai skor pemahaman bacaan yang lebih tinggi daripada mereka yang belajar melalui metode pengajaran konvensional. Berdasarkan temuan tersebut, dapat disimpulkan bahwa media Wordwall efektif dalam meningkatkan

pemahaman bacaan siswa terhadap teks deskriptif. Penggunaan Wordwall menyediakan lingkungan belajar interaktif dan berbasis teknologi yang meningkatkan motivasi, partisipasi, dan keterlibatan siswa dalam proses belajar.

Kata kunci: Media Wordwall, penguasaan bacaan, desain kuasi-eksperimental.

A. Introduction

Reading comprehension is a fundamental skill in language learning that enables students to derive meaning from written texts. It plays a crucial role in academic success across disciplines. However, many students, especially in English as a Foreign Language (EFL) context, struggle with understanding texts due to limited vocabulary, poor motivation, and lack of engaging learning tools (Grabe, 2009; Nation, 2013).

However, in reality, students' reading ability is still relatively low, especially junior high school students. In fact, the results of the National Exam in 2021 show that Indonesia is in a state of literacy emergency because students' reading ability has not reached the minimum limit (Kompas, 2023). This problem must be overcome immediately so that students' reading skills become better and improve. There needs to be a strategy or learning method to improve reading skills, namely through interactive games (Gedik & Akyol,

2022). Interactive Games are one of the ways used in learning so that students are enthusiastic in learning (Suryana et al., 2023).

In SMP N 5 Klaten the teachers conduct learning that makes students bored and less enthusiastic about learning in class. Teachers are more likely to use lecture methods and daily assignments as additional value to students (Susilo et al., 2023). To bridge this problem, innovation is needed by utilizing interactive media (Darihastining et al., 2023). One of the media that can be used is wordwall media. Wordwall is an application that can be used as an interactive media to create valuable student interactions in teaching and learning activities and as an exciting assessment tool (Hasram et al., 2021; Minarta & Pamungkas, 2022).

Wordwall promotes active learning by providing instant feedback and incorporating game-based mechanics, which can increase student motivation and participation (Fitria, 2021; Ghufron & Rosyada, 2020). In addition, it allows for

differentiation and personalization in reading tasks, enabling learners at different proficiency levels to engage with content effectively (Cahyono & Widiati, 2006).

Based on the fact and the statement above, the writer will conduct field research at the seventh year students of SMP N 5 Klaten in 2025/2026. Therefore, this research is entitled "The Effectiveness of using Wordwall media in the Teaching of Reading to the Seventh Grade Students of SMP Negeri 5 Klaten in the Academic Year 2025/2026.

B. Research Method

The researcher used quantitative research in this study. Although it is not a genuine experiment, Mc. Millan and Schumacher claim that quasi-experimental research is a good study design because it gives acceptable control over some sources of invalidity and is typically stronger than pre-experimental methods.

The researcher used quasi experimental research and took action on two classes, namely the control class on VII A and the VII B as experimental class. The researcher applied the wordwall application to teach the lesson, while the control

class uses the teacher's usual learning method. The researcher conducted a pre-test to the students before giving treatment to find out the students' reading text. Then the researcher completed a post-test after the students received treatment for both the experimental and control class to find out the students' reading text after getting the treatment. It can be assessed from the researcher's high or low numerical score through the final result.

Table. 3.1 Group Class

Group	Pretest	Wordwall	Posttest
Experimental Class	√	√	√
Control Class	√	x	√

In this research, the researcher was conducted into three steps, as it follows:

1. Pre research step

Preparation is become the first step. The researcher determined the validity class, experimental class and control class, prepared of lesson plan and instrument to get the data.

2. Research step

The next step after preparation

is conducted treatments. The researcher gave a validity test consisting of forty multiple-choice questions to students in validity class to determine whether the test items were valid to use in pre-test and post-test to be used in the experimental and control class. Furthermore, the researcher applies the treatment in experimental class by using wordwall application learning media. While the control class is not using wordwall application learning media. So, in this treatment to get data from two tests, the tests are pre-test and post-test.

3. Data analysis step

In the process of collection data, the researcher conducted the following procedures:

1) Collect the data score of post-tests from experimental class and control class.

2) Test the data using T-test

T-test is a comparative test to see the criteria for whether there is a difference between two groups that were given treatment or not. The effectiveness can be seen by comparing the improvement in students' scores from the experimental class and the controlled class from the post-test after they have been given treatment by the

writer.

C. Result & Discussion

The Mastery of Reading Comprehension Before Using Wordwall Media

The first research question aimed to identify the students' reading comprehension achievement before the implementation of Wordwall media. To answer this question, the researcher conducted a pre-test in both the control class and the experimental class before giving any treatment.

In the experimental class, the researcher did a pretest. The students did a pretest that consisted of 20 multiple-choice questions with a time of 45 minutes. The purpose of doing a pretest was to determine the students' reading mastery.

Table 4.1
The Classification of Pretest Score from Experimental Class

		Pretest Eksperimen			
Val id		Freque ncy	Perc ent	Valid Perc ent	Cumula tive Percent
	55	1	3,1	3,1	3,1
	60	4	12,5	12,5	15,6
	65	11	34,4	34,4	50,0
	70	10	31,3	31,3	81,3
	75	4	12,5	12,5	93,8
	80	2	6,3	6,3	100,0
	Tot al	32	100,0	100,0	

Table 4.1 shows the classification of five students got 70 scores, three posttest score from experimental class. students got 75 scores and three There were a student got 55 score, four students got 75 scores.

students got 60 scores, eleven students got 65 scores, ten students got 70 scores, four students got 75 scores, and two students got 80 scores.

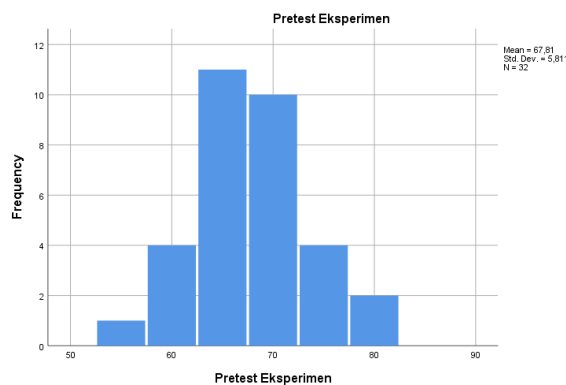


Diagram 4.1

Diagram of Pretest from Experimental Class

Table 4.2
The Classification of Pretest Score from Control Class

Pretest Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	12,5	12,5	12,5
	55	5	15,6	15,6	28,1
	60	8	25,0	25,0	53,1
	65	7	21,9	21,9	75,0
	70	5	15,6	15,6	90,6
	75	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

Table 4.2 shows the classification of pretest score from control class. There were four students got 50 score, five students got 55 scores, eight students got 60 scores, seven students got 65 scores,

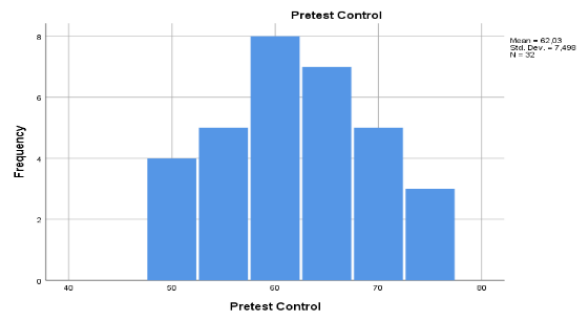


Diagram 4.2

The Diagram of Pretest from Control Class

Based on the pre-test results, the students' reading comprehension achievement was still relatively low. The mean score of the control class was 62.03, while the mean score of the experimental class was 67.81. These scores indicate that many students still experienced difficulties in understanding descriptive texts. They often had problems identifying the topic of the text, finding the main idea, understanding supporting information, and interpreting unfamiliar vocabulary.

During the pre-test, some students were unable to answer reading comprehension questions correctly because they did not fully understand the content of the text. In addition, several students needed

more time to identify important information from the reading passages. This condition showed that the students' reading comprehension skills needed improvement.

The Mastery of Reading Comprehension After Using Wordwall Media

Table 4.4
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Eksperimen	32	55	80	67,81	5,811
Posttest Eksperimen	32	65	90	79,53	6,520
Valid N (listwise)	32				

The table 4.4 shows the result of statistical descriptive from experimental class. There are 32 students from experimental class who have done the pretest and posttest. In pretest, the mean score is 67.81, the standard deviation is 5.811. Then in posttest, the mean score is 79.53, the standard deviation is 6.520.

Hypothesis Test

a. Normality Test

Table 4.5

The Result of Normality Test from Control Class and Experimental Class Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Control	,138	32	,126	,938	32	,065
Posttest Control	,176	32	,013	,948	32	,125
Pretest Eksperimen	,186	32	,007	,935	32	,053
Posttest Eksperimen	,163	32	,031	,937	32	,060

a. Lilliefors Significance Correction

Tabel 4.5 shows the result of normality test from control class and experimental class. The asymp, Sig (2-tailed) from experimental class are 0.007 for pretest and 0.031 for posttest. While the asymp, Sig (2-tailed) from control class are 0.126 for pretest and 0.013 for posttest. The result shows that the Sig.score is higher than 0.05, so it can be concluded that distribution of the data is normal.

b. Homogeneity Test

Table 4.6

The Result of Homogeneity Test from Control Class and Experimental Class

Test of Homogeneity of Variances

		Levene Statistic	df 1	df 2	Sig.
Hasil Belajar	Based on Mean	,243	1	62	,623
	Based on Median	,081	1	62	,777

Based on Median and with adjusted df	,081	1	59,512	,777
Based on trimmed mean	,283	1	62	,597

Table 4.6 shows the result test of homogeneity of variance. Based on the table above, the result (Sig.) based on mean is 0.623 at the significance level 5% (0.05). The result is $0.623 > 0.05$. It can be conclude that the variance of control class and experimental class is homogeneous.

c. Hypothesis Test

Table 4.7

The Result of Independent t Test from Control Class and Experimental Class

Table 4.12
The Result of Independent t Test from Control Class and Experimental Class

		Independent Samples Test							
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Hasil Belajar	Equal variances assumed	,243	,623	-7,361	62	,000	-12,500	1,698	-15,895 -9,105
	Equal variances not assumed			-7,361	61,619	,000	-12,500	1,698	-15,895 -9,105

Table 4.7 shows the result of independent sample t test from experimental class and control class. The result of (Sig. 2-tailed) from equal variance assumed is 0.000 which mean that is was lower than the level of significance 0.05. Based on the result it

can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

d. N- Gain Score

Table 4. 8

Table N- Gain Score

Class	N- Gain	Category
Control Class	0.13	Low
Experimental Class	0.36	Medium

The N-Gain analysis was conducted to determine the effectiveness of Wordwall media in improving students' reading comprehension achievement. The result showed that the experimental class obtained an N-Gain score of 0.36, which was categorized as **medium**, while the control class obtained an N-Gain score of 0.13, which was categorized as **low**. These findings indicate that the improvement in the experimental class was higher than that in the control class. Therefore, Wordwall media was more effective than conventional teaching methods in improving students' reading comprehension of descriptive texts.

D. Conclusion

The findings of this study indicate that Wordwall media effectively improved the reading comprehension achievement of seventh-grade students at SMP Negeri 5 Klaten. Before the treatment, students' reading comprehension was relatively low, as reflected in the pre-test mean scores of 62.03 for the control class and 67.81 for the experimental class. After the implementation of Wordwall, the experimental class achieved a higher post-test mean score (79.53) than the control class (67.03).

The statistical analysis revealed a significant difference between the students' reading comprehension achievement before and after the treatment, with a Sig. (2-tailed) value of 0.000, which was lower than 0.05. In addition, the gain score of the experimental class (11.72) was higher than that of the control class (5.00). The N-Gain analysis further showed that the experimental class achieved a medium category (0.36), while the control class remained in the low category (0.13).

Therefore, it can be concluded that Wordwall media is an effective

and innovative learning medium for improving students' reading comprehension, motivation, and participation in English learning.

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