



THE EFFECT OF WORDWALL PLATFORM ON STUDENTS' READING COMPREHENSION AT MTS LABORATORIUM JAMBI

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ABSTRACT

This research aims to determine the effect of using Wordwall Platform on students' reading comprehension at MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi. It was quantitative research with a quasi experimental design. The sample of this study was 29 students of experimental class and 29 students of control group using custler random sampling techniques. The data collection instrument in this research was a short essay test consisting of pre-test and post-test. Based on data analysis from research and hypothesis testing carried out, the effect in learning outcomes shows that the average in the experimental class is in the medium category, while the average in the control class is in the low category. It could be seen from the pre-test result before treatment and post-test result after treatment in both of group. It mean score of pre-test of experimental class was 55,86 and the mean score of post-test was 76,03. Meanwhile, the mean score of pre-test in control class was 57,59, and the mean score of post-test was 69,14. This is also shown in the results of the post-test t test. Both of class from pre-test and post-test score got a normality and homogeneity data with significant (0,05). The results of the t test analysis show that the t-count is 3.699 with a significance of 0.01, the significance value shows $0.01 < 0.05$ so that (H_1) is accepted. It can be concluded that Wordwall Platform Effective for teaching and assessment in Reading Comprehension of Recount Text to class VIII MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi

Keywords: Wordwall Platforms, Reading Comprehension, Junior High School

A. INTRODUCTION

The most important abilities that students need to acquire is reading, Kucukoglu, (2013) stated that students must develop their critical or analytical reading skills if they are to get the most out of the materials that are assigned. The concept here is that the goal of reading anything is to attempt to decipher the author's intentions. Rizal, (2018) Reading is an integral part of daily life which is very important for academic, personal and life someone's social life.

Making sense of a text through reading comprehension is the process. Rather than trying to deduce meaning from individual words or sentences, the goal is to graps the overall meaning



of the text. A reader's mental representation of a text's meaning after it has been combined with prior knowledge is the result of reading comprehension. One important ability that supports students in their development of different academic tasks is reading comprehension. It facilitates their ability to decipher written materials and to analyze, clarify, and articulate their own opinions about them. If students are going to have trouble with the academic assignments that their teachers assign, they should strengthen their comprehension of written materials (Gilakjani 2017).

Every learner or group of learners at a certain learning stage may have unique challenges when it comes to English reading comprehension. Certain reading abilities cause reading challenges for Indonesian students. While some of these can be solved early on in the learning process, others will always be issues throughout the course of their studies (Johan, 2006). Furthermore, reading comprehension issues have long been a problem in with the reading task, particularly when it comes to reading recount texts. The state or circumstance of something that is challenging to understand in a recount text is the difficulty.

To get students interested in reading a recount text, many things can do like teaching a recount text by using wordwall technique. (Purwitasari, 2022) stated that English teacher is able to utilize technology to create educational materials that can be used in the learning process. Teacher can enhance the creativity, effectiveness, and interest of many learning media (Purwitasari, 2022). According to Crittenden et al., (2019) College students must be exposed to these cutting-edge technologies in order to instill in them the conceptual, inquiry, critical thinking, creative, and integrative learning abilities necessary to contribute to a future in which robots and human professionals coexist with digitalization. Instead of outright forbidding technology, Instead of outright forbidding technology, that teachers empower kids with more digital activities and sensory experiences, which will improve learning. higher education institutions, professional groups, publishing houses, and tech companies, vested, stakeholders, need to encourage and reinforce faculty efforts to embrace technology. In this technology era, teachers can take advantages technology that can be used as learning media to teaching and learning procces. The teacher also introduce the students that they can take many advantages from using gadget especially through the technology learning media, and to learning English and improving their grammar. Therefore, the use of technology based learning media that uses the WordWall Aplication is the main focus of this study.



WordWall is an interesting browser application. According to Purwitasari, (2022) the main goal of this program is to provide students with an enjoyable learning environment and an assessment tool. To help beginners understand what to expect from their creativity, the WordWall also contains example of the teacher's contributions. (Gede et al., 2022) stated that there are 18 free templates in this application that teachers can used to supplement their lesson plans for their pupils. The templates including Match up, Missing Word, Unjumble, Open the Box, Anagram, Maze chose, Quiz, Group Short, Matching Pairs, Labeled Diagram, Gameshow Quiz, True or False, Random Wheel, Find the Match, Wordsearch, Random Cards, Flip Tiles and Image Quiz are Available for teachers to use. Users and teachers can quickly switch between activities in this WordWall.

There was some research that was conducted by the researcher by using wordwall quiz. One of the researcher was conducted by Nadia Efina Wanefit entitled “ The effectiveness of using Wordwall strategy to improve students' writing skill in descriptive text at Islamic Boarding Senior High School An Nur Muaro Jambi” Wordwall strategy can improve students' writing achievement in Islamic boarding school An Nur Muaro Jambi, Based on the experiment, it was known that there is significant difference between the score of students who are taught using Wordwall strategy. From the result, WordWall has some advantages for the learning process, such as the colorful design of the WordWall which could activate the student's stimulate process and students will not be bored and inactive in class because they will interact with the WordWall. The study's findings suggest the implementation of WordWall as a teaching writing in descriptive text. As a result, the researcher try to apply the WordWall application based learning media in this study for English classes.

Based on the facts of interview and observation with the teacher of eighth grade at MTs Laboratorium Sultan Thaha Syaifudin Jambi. The teacher (Refky Wardana) that teach in of eighth grade told me that he is taught of recount text in the class of last semester, and he said when he give daily test about reading in recount text, most of student get the score was under KKM. It was showed that most of students' reading in recount text was still low. There are several difficulties faced by students Eighth grade of MTs Laboratorium Sultan Thaha Saifudin in recount text. They are: First, students lack vocabulary, making it difficult to comprehend the reading text. Second, students can not identify explicit or implicit information in the text, making it hard for them to answer the questions based on the text. Third, students feel bored



when reading lessons because the teacher only asks them to open their books and understand what is being read without using any strategy.

Based on the explanation above, the writer wants to conduct quasi experimental research on teaching of reading in recount text using Wordwall. From this strategy the researcher wants to know the result of teaching reading using wordwall especially in recount text, the researcher is interested discuss about “ *The Effectiveness of Using Games of WordWall in Teaching Reading Comprehension of Recount Text at Eighth Grade in MTs Laboratorium Sultan Thaha Saifuddin Jambi* ”

B. METHOD

This research categorized as quantitative research with quasi experimental design. The experimental design with two groups. This design intent on reveal the casual relationship by using control group and experimental group. The experimental research design intended to test the effectiveness of Wordwall Platform. The researcher was using quasi experimental research and took action in two classes, namely the control class on VIII C and the VIII D as experimental class. The researcher applied the wordwall application to taught the lesson, while the control class was used the teachers’ usual learning method. The researcher conducted a pre-test to the students before was given treatment to find out the students’ Reading comprehension especially in Recount 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 Comprehension especially in Recount Text after getting the treatment. It can be assessed from the researchers’ high or low numerical score through the final result.

The research was conducted at MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi. The place was chosen as a research location because has problems in the form of lows students Reading comprehension especially in Recount Text and less interest in learning English lesson based on the researcher’s teaching experience in there.

The population of this rsearch was the Eighth-grade students of MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi in the Academic years 2023/2024. In MTs Laboratorium, there are four



classes for Eighth-grade. The researcher choose the Eighth-grade students as the population because they had materials that could use Wordwall application in learning English which is appropriated with this research.

The sample of this research were two classes of Eighth-grade students which were VIII A consisting of 27 as a experimental class, and VIII B consisting of 28 students as a control class.

Custler random sampling was be the sampling technique that applied in this research. Custler random sampling used to establish the sample in cases where the data source or the object under study are large (Sugiyono, 2021). And also Kumar, (2011) stated that the foundation of cluster sampling is the researcher's capacity to separate the sample population into groups, or clusters, based on traits that are obvious or distinguishable, and then use the SRS technique to choose components from each cluster. Geographical closeness or a shared trait that correlates with the study's primary variable can be used to create clusters (as in stratified sampling). Sometimes sampling may be done at different levels depending on the clustering level.

A test consists of a series of inquiries intended to evaluate a person's aptitude, expertise, knowledge, or intelligence (Arikunto, 2018). That test consist of essay about recount tex. Some test are designed to gauge students' learning progress, while other designed to be easier and more challenging. The pre-test and post-test were used to assess students' Reading comprehension especially in Recount Text. In the first meeting, the researcher was given a pre-test to the students to determined their ability to differentiate between the experimental and control groups in order to investigated the students' reading comprehension of recount text. For the pre-test, the researcher offered the student 20 essay. The treatment conducted after pre-test. In the experimental group, the students taught by applying Word wall Net. Application. While control group, the students taught by using traditional method. Both experimental and control group teach with the same material. Post Test was given after the treatment has been completed. The aim was to got the mean scores of experimental group and control group. It applied to knew the effect of teaching presentation in both groups. In order to acquire the necessary data for the daily test, the researcher asked 20 question in form of essay.

The methods that follow are used in accordance with the study strategy described in the previous section in order to test the hypothesis and make the choice. The null hypothesis must be established first. "Students' reading comprehensiion taught using the Wordwall platform



differs significantly from that of students taught using the traditional method," states the null hypothesis. Additionally, the alternate theory is offered as follows. "The reading Comprehension of students taught using the Wordwall Platfor, is superior to that of students taught using the traditional method." Defining the decision's criteria is the second stage. There is a predetermined standard for accepting or rejecting the null hypothesis. A significance level of 5% or a confidence level of 95% are used by the researcher to assess if the differences are significant. Then, a level of significance of.05 or less is the criterion for accepting or rejecting the null hypothesis. The third step is computing the pre-test by utilizing ordinariness test. If the probability is greater than 0.05, the distribution is normal. The fourth step is analysing the databy using parametric statistical analysis. If the normality test has been fulfilled, the parametrictest used in this study is pair t-test. The aim of analysing the data using pair t-test is to examine whether the means before and after the treatment is significantly different or not

By comparing the improvement of the students' pre- and post-test scores for the experimental and control groups, the final data is acquired. The pair t-test will be used to analyze the data. The purpose of this pair t-test is to ascertain whether or not there is a significant difference in the reading achievement of the pupils in the control and experimental groups. Prior to doing the statistical computation, there are several assumptions that must be met before using the pair t-test. It is necessary to assume that the variable under measurement comes from a population with a normal distribution. SPSS is used to perform the computation in order to verify the assumption. The average scores for both groups before and after the therapy are determined, and the groups' standard deviations are squared by each deviation and the overall deviation.

C. FINDINGS AND DISCUSSION

Findings

In terms of calculation results, in this study the Pre-Test and Post-Test scores for each class can be seen in table 1 below:

Table 1. Descriptive Statistic

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Experiment	29	45	30	75	55.86	11.423	130.480
Post-Test Experiment	29	30	60	90	76.03	7.119	50.677
Pre-Test Control	29	40	35	75	57.59	11.388	129.680
Post-Test Control	29	25	55	80	69.14	7.080	50.123
Valid N (listwise)	29						

From the attached table it can be seen that the Pre-Test scores for the experimental and control classes have differences in their highest and lowest scores. So it can be concluded that before the treatment was carried out, namely when the Pre-Test was given, it showed that the control class was superior to the experimental class. After being given treatment in the experimental class and the control class were not given treatment, then the two classes were given a Post-Test, and there were differences in learning outcomes between the experimental class and the control class. The experimental class experienced an increase with a score of 76.3 (Post-Test), while the control class only scored 69.14 (Post-Test) so that from this table it can be concluded that Wordwall is effective for use in learning Reading Comprehension of Recount Text.

Table 2. Independent Sample T Test

		Independent Samples Test								
		t-test for Equality of Means								
		F	Sig.	t	Df	Significance One- Sided p	Two- Sided p	Mean Difference	Std. Error Difference	Lower
Student learning Outcome	Equal variances assumed	.021	.887	3.699	56	<.001	<.001	6.897	1.864	3.162

The results of the t test analysis of student learning outcomes can be seen in the table. From the table it can be seen that t_{count} is 3,699 with a significance of 0.001. The significance value shows $0.001 < 0.05$ so (H_1) is accepted. This is also supported by the mean value of the experimental class of 76.03 which is greater than the control class of 69.14. Based on table it can be concluded that Wordwall Net. Effective application for teaching Reading Comprehension of Recount Text to class VIII MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi.

The results of this research show that learning Reading of Recount Text uses Wordwall Platform, effectively improves the learning outcomes of class VIII students at MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi. Based on the analysis, it was found that there was improvement of group who were taught by Wordwall Platform and those who were not. The results of the study show that wordwall platform generates individual assignments, marks student responses, supplies students with the rapid feedback, and records student activities. The student activity log provides insight into student learning habits. Its a reference for assessment. This application meets the requirements as a learning media. It could be seen from the pre-test result before treatment and post-test result after treatment in both of group. It mean score of pre-test of experimental class was 55,86 and the mean score of post-test was 76,03. Meanwhile, the mean score of pre-test in control class was 57,59, and the mean score of post-test was 69,14. Both of class from pre-test and post-test score got a normality and homogeneity data with significant (0,05). The results of the t test analysis show that the t-count is 3.699 with a significance of 0.01, the significance value shows $0.01 < 0.05$ so that (H_0) (null hypothesis) is accepted. ,

it can be concluded that Wordwall platform Effective application for learning media and assessment tool in Reading Comprehension of Recount Text to class VIII MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi. Thus it can be concluded that the use of Wordwall platform learning media and assessment tool in experimental classes are more effective in learning and assessment in Reading Comprehension of Recount Text compared to classes that use conventional approaches. This is also in accordance with the results of research conducted by Nadia (2020) Wordwall strategy can improve students' writing achievement in Islamic boarding school An Nur Muaro Jambi, Based on the experiment, it was known that there is significant difference between the score of students who are thought using Wordwall strategy.



Discussion

The findings of this study shows that the use of the Wordwall platform has a significant positive effect on students' reading comprehension of recount texts. The descriptive statistics indicate that although the control class had a slightly higher mean score than the experimental class at the pre-test stage (57.59 compared to 55.86), both groups were relatively comparable before the treatment. This condition suggests that the initial reading ability of students in both classes was relatively balanced, allowing a fair comparison of learning outcomes after the implementation of the treatment.

After the treatment, the experimental class showed a substantial improvement in learning outcomes, with the post-test mean score increasing to 76.03, while the control class achieved a lower mean score of 69.14. This difference indicates that students who were taught using the Wordwall platform achieved better reading comprehension than those who learned through conventional methods. The significant increase in the experimental group supports the assumption that interactive and digital-based learning media can enhance students' engagement and understanding of reading materials, particularly recount texts.

The results of the independent samples t-test further strengthen this conclusion. With a t-count of 3.699 and a significance value lower than 0.05, the alternative hypothesis (H_1) is accepted, indicating a statistically significant difference between the experimental and control groups. This finding confirms that the improvement in the experimental class did not occur by chance, but rather as a result of the implementation of the Wordwall platform.

Moreover, Wordwall provides several pedagogical advantages that may explain the improvement in students' performance. Features such as immediate feedback, automated scoring, and activity logs help students monitor their progress and remain motivated during the learning process. These features also support teachers in conducting formative assessment more efficiently. The findings of this study are consistent with previous research, such as Nadia (2020), which reported that Wordwall effectively improved students' academic achievement. Therefore, it can be concluded that Wordwall is an effective learning media and assessment tool for teaching reading comprehension of recount texts at the junior high school level.



D. CONCLUSION

Based on data analysis from research and hypothesis testing carried out, it can be concluded that the learning media uses Wordwall Platform, effectively used in learning Reading Comprehension of Recount Text. Student learning outcomes using the Wordwall platform are higher than those using conventional learning. The increase in learning outcomes shows that the average in the experimental class is in the medium category, while the average in the control class is in the low category. It could be seen from the pre-test result before treatment and post-test result after treatment in both of group. It mean score of pre-test of experimental class was 55,86 and the mean score of post-test was 76,03. Meanwhile, the mean score of pre-test in control class was 57,59, and the mean score of post-test was 69,14. This is also shown in the results of the post-test t test. Both of class from pre-test and post-test score got a normality and homogeneity data with significant (0,05). The results of the t test analysis show that the t-count is 3.699 with a significance of 0.01, the significance value shows $0.01 < 0.05$ so that (H_0) (null hypothesis) is accepted. It can be concluded that Wordwall platform Effective application for assessment tool in Reading Comprehension of Recount Text to class VIII MTs Laboratorium UIN Sultan Thaha Saifuddin Jambi.

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