

Stimulating The Reading Proficiency Of 10th Grade Students Through The Application Of Wordwall In Recount Text

Cahya Rika Prapelia

Faculty of Teacher Training and Education, Balitar Islam University, Blitar/Jawa Timur, and Indonesia

Email : rikacahya06@gmail.com

Dian Fadhilawati

Faculty of Teacher Training and Education, Balitar Islam University, Blitar/Jawa Timur, and Indonesia

Email : dianfadhilawati@yahoo.com

Korespondensi penulis : rikacahya06@gmail.com

ABSTRACT. The study aims to evaluate the efficacy of the Wordwall application in stimulating reading skills among tenth-grade students at X-10 in SMA 1 Sutojayan. It employs a pre-experimental design with a one-group pre-test and post-test methodology, following a quantitative research framework. The process includes three stages: 1) pre-test, 2) treatment, and 3) post-test. To ensure data reliability, tests were piloted on students with similar proficiency levels. Data collection involved administering tests, and statistical analysis. Results showed a significant improvement in student reading achievement, with scores increasing from 77.24 to 86.24 after implementing the Wordwall application for recount text instruction. The paired sample t-test showed the distinction ($p = 0.000$), underscoring the Wordwall application's effectiveness in enhancing recount text reading achievement among tenth-grade students at X-10 in SMA Negeri 1 Sutojayan Blitar.

Keywords: Wordwall Application, Reading Achievement, Recount Text, Pre-Experimental Research

INTRODUCTION

The role of language in human experience is significant, serving as a potent means of communication, expression, and connection. (Mailani et al., 2022) said language stands as the foundation of human interaction, allowing for mutual understanding and effective communication in diverse situations. In Indonesia, English is required as a mandatory subject in both junior and senior high school curricula, acknowledged as a EFL (Yuliana, 2016).

The instruction of the English language as a foreign language in Indonesia encompasses fundamental language abilities such as listening, speaking, reading, and writing. These skills are conveyed and acquired in a unified and integrated approach, as emphasized by (Yuliana, 2016).

Among the essential language skills that students need to acquire, mastering reading is of utmost significance. As noted by Ismail, H., Syahrurah, J. K., & Basuki (2017), reading holds a crucial role as the primary process through which students obtain information in relation to language instruction.

Furthermore, (Ismail et al., 2017) underscored that the significance of reading extends beyond English language learning; it is crucial for mastering content written in English across various subjects. Reading not only facilitates comprehension but also enhances one's insight and knowledge. Engaging in reading contributes to overall academic success, enabling students to improve their progress in diverse fields of learning.

Lacking proficient reading skills poses a challenge for students, hindering their ability to become successful readers and attain the necessary comprehension levels within educational institutions, as noted by (Kaya, 2015). The statement implies that achieving the required level of understanding heavily relies on strong reading abilities. Moreover, (Megawati, 2016) pointed out that certain students might exhibit a lack of interest or concentration when reading, hindering their comprehension as they tend to focus solely on the text without fully understanding its content. Furthermore, (Risdianti, 2020) observed that students face challenges in identifying synonyms for intricate words within the text while engaging in reading.

Moreover, students might encounter challenges in comprehending a text when they come across words or terms that they perceive as unfamiliar, as indicated by (Febriani & Sya, 2022). Additionally, another issue arises as students frequently struggle with identifying the main idea within a text, despite the crucial importance of grasping the central concept for enhanced understanding, as highlighted by (Fauzi, 2020). Furthermore, the process of reading comprehension is intricate, shaped by a multitude of internal and external factors. Internal factors encompass elements such as the attributes of the students and their attitudes towards the learning process, focus rate during study sessions, the ability to process educational materials, aptitude for exploring learning results, self-assurance, and study routines constitute internal factors. External factors include teacher-related elements, the societal context, school syllabus, and facilities, as highlighted by (Anzar & Mardhatillah, 2018). Additionally, (Fisher, 2016) contended that students facing challenges in reading tend to perceive it as a formidable task, prioritizing the correct words over deriving enjoyment from the activity.

As per the observations made by researchers, students in class X-10 at SMA Negeri 1 Sutojayan Blitar encountered challenges in developing reading skills. Specifically, these difficulties manifested when dealing with recount texts, particularly in tasks such as identifying the main idea, comprehending meanings accurately, making references, extracting detailed information from the text, and drawing conclusions. To address these hurdles in learning to read and enhance students' reading proficiency, leading to improved comprehension of reading texts, teachers are advised to incorporate engaging online learning media, as suggested by

(Aristia et al., 2022). A media platform well-suited for instructing reading in the contemporary digital age is the Wordwall application, as suggested by (Fidya et al., 2021).

As outlined by (Sari & Yarza, 2021), Wordwall proves to be a versatile application with the capability to be employed for diverse educational purposes, functioning as educational media, learning materials, or an engaging online assessment tool that captures the interest of student. Furthermore, (Rahmawati & Wijayanti, 2022) observed that Wordwall aids in improving students' vocabulary, allowing them to learn new words and enhance their proficiency in language. This, in turn, contributes to an improved ability to comprehend reading texts easily.

Furthermore, the suitability of the Wordwall application as an alternative medium for teaching reading lies in its interactive nature, taking the form of a game easily accessible online. According to (Aidah & Nurafni, 2022), Wordwall offers numerous templates, user-friendly accessibility, and the ability to capture students' interest by providing various reading activities like quizzes and puzzles. Moreover, (Rahmawati, 2019) emphasized the flexibility of Wordwall, stating that it can be utilized across different educational levels, from elementary to high school, with diverse variations. It not only serves as an engaging medium for learning English but also for other subjects.

METHOD

The scientists used a quantitative study design methodology, and the data gathered for this investigation was in numerical form. This study design employed in this investigation was pre-experimental, utilizing a one-group pretest-posttest design. As per (Sugiyono, 2019), cited in (Muslimin, 2021), quantitative study is identified as a research approach based on the positivist tenet. It is utilized for investigating specific populations or samples, employing research instruments for data collection, conducting quantitative/statistical data analysis, with the primary objective of testing established hypotheses. Researchers will conduct their research at SMA Negeri 1 Sutojayan Blitar. The researcher received a recommendation from Miss BDR and obtained permission from the school principal. Additionally, the educational institution offers amenities like laboratories to facilitate the integration of digital tools in the instructional process. Moreover, students are permitted to bring their mobile phones into the classroom.

Moreover, guided by suggestions from the deputy principal responsible for the curriculum, the researcher selected class X-10 due to its lower achievement in reading recount texts compared to other classes. Students at X-10 encountered challenges such as struggles in discerning the primary concept in text, knowing the precise context, taking the relevant text

subjects, quoting words, retrieving specific information from the reading material, and making inferences based on the text. The research procedure is divided into three stages: initial assessment (pre-test), intervention or therapy implementation, and subsequent evaluation. In other words, researchers take initial measures, provide therapy, and then measure the findings again to see whether there are any changes or consequences.

To gather data, a pre-test was administered by the researchers on May 8, 2023. As stated by (Thahir & Rizkiyani, 2017), a pre-test is an initial assessment conducted by researchers to ascertain the baseline condition of students before any intervention is introduced. The pre-test involved the distribution of reading test questions comprising a total of 40 multiple-choice questions. The objective is to evaluate students' comprehension and proficiency in identifying the text main idea, grasping the suitable understanding, selecting the relevant topic, locating detailed information, and drawing conclusions from the reading text. Additionally, on May 26, 2023 the researchers administered a post-test. From (Wardani & Ena, 2019) the post-test is carried out after students receive learning and assesses whether students have succeeded in acquiring the knowledge and skills that have been taught. In this context, the post-test is designed to gauge students' learning achievements in reading recount texts subsequent to receiving the lesson.

To validate the reliability and validity of the test, a trial was conducted on May 4, 2023. This initial examination conducted to a cohort of pupils possessing similar capabilities as the sample. The objective is to verify that the tests' quality and dependability correspond to practical, real-world scenarios. In a more extensive perspective, researchers utilize a pre-test and post-test design to reduce errors made by students while reading personal stories, and the trial test serves as a method to validate the instrument's reliability.

FINDINGS AND DISCUSSION

Before conducting a pre-test in class X-10 at SMAN 1 Sutojayan Blitar, the researcher conducted an experimental trial first. to ensure that the test has adequate validity and reliability as a research instrument before being officially used. This research must be carried out before drawing conclusions whether recount text is effective or not for class X students at SMA Negeri 1 Sutojayan. These findings include: pre-test results, post-test results, homogeneity and normality test results, paired t test results, and hypothesis results.

Table 1 The outcome of the recount text trial test for students at X-7 in SMAN 1 Sutojayan

No	Name of Respondent	Score
1	ABP	88
2	ARS	95
3	ADF	95
4	AZP	95
5	ATAS	95
6	ADM	97
7	BA	95
8	CYA	95
9	CVS	93
10	DRW	98
11	DFP	95
12	DWP	98
13	DFAS	90
14	EG	95
15	EARF	93
16	FSP	90
17	FDS	75
18	KCS	98
19	LBR	85
20	MSA	95
21	MSN	88
22	MJB	85
23	MBR	93
24	MIA	70
25	NF	95
26	NJF	85
27	NS	85
28	NEP	85
29	NPL	90
30	NAC	90
31	NAP	0
32	PSHS	83
33	RBA	90
34	RPIA	90
35	TJ	95

Following the collection of the students' trial test results, the researcher attempted to analyze the students' responses to the items using SPSS 25.0. The objective was to assess the test's reliability and validity.

Table 2 The Result of Validity

Question	R count	Question	R count
1	0.361	21	0.513
2	0.652	22	0.590
3	0.627	23	0.527
4	0.380	24	0.488
5	0.505	25	0.421
6	0.417	26	0.564
7	0.628	27	0.547
8	0.650	28	0.621
9	0.703	29	0.536
10	0.563	30	0.465
11	0.688	31	0.514
12	0.613	32	0.509
13	0.688	33	0.547
14	0.665	34	0.509
15	0.650	35	0.563
16	0.703	36	0.343
17	0.590	37	0.528
18	0.527	38	0.397
19	0.628	39	0.369
20	0.513	40	0.404

The results displayed in table 2 demonstrate that each item has count > r table (0.334), indicating positive outcomes. Therefore, the test items are considered valid. Additionally, the researcher proceeded to perform a reliability test after obtaining the validity test results.

Table 3 The Reliability Result

Case Processing Summary			
		N	%
Cases	Valid	35	100.0
	Excludeda	0	.0
	Total	35	100.0
Cronbach's Alpha			
		N	
		0,935	40

From the details presented in the previous table description, it is clear that the Cronbach's Alpha criterion exceeds 0.6.

After the tests were tried out and the tests' reliability and validity were known, the scientist then engaged a pre-test on May 8, 2023 and post-test on May 26, 2023 for class X-10 of SMA Negeri 1 Sutojayan with 38 students as respondents.

Table 4 Pre-test and Post-Test Result of class X-10

No.	Name of Respondent	Score	No.	Name of Respondent	Score
1	ADW	73	1	ADW	83
2	AHS	80	2	AHS	85
3	APDC	83	3	APDC	85
4	ADE	83	4	ADE	90
5	AF	80	5	AF	93
6	ALM	80	6	ALM	90
7	BR	83	7	BR	95
8	BPS	73	8	BPS	80
9	CFO	83	9	CFO	85
10	CJ	70	10	CJ	85
11	DUK	83	11	DUK	90
12	DTW	80	12	DTW	85
13	DA	88	13	DA	97
14	DASA	60	14	DASA	73
15	FA	83	15	FA	92
16	FDP	70	16	FDP	88
17	HSP	73	17	HSP	85
18	IENA	60	18	IENA	75
19	IP	65	19	IP	70
20	IPS	73	20	IPS	85
21	IGW	70	21	IGW	80
22	JS	80	22	JS	86
23	JRB	80	23	JRB	98
24	LAK	80	24	LAK	90
25	MMA	88	25	MMA	90
26	MWZ	88	26	MWZ	88
27	MZON	70	27	MZON	80
28	MZR	73	28	MZR	83
29	NA	78	29	NA	85
30	NIKM	80	30	NIKM	93
31	PAP	80	31	PAP	90
32	RAPN	78	32	RAPN	85
33	RP	80	33	RP	92
34	RSP	78	34	RSP	80
35	RPMS	65	35	RPMS	78
36	RP	88	36	RP	90
37	SRC	73	37	SRC	85
38	SRC	83	38	SRC	93

Below is the calculation of the average score obtained from the pre-test score and post-test score as follows.

Average Score Pre-test:

$$M = \frac{\sum X}{N} = \frac{2935}{38} = 77.24$$

Average Score Post-test:

$$M = \frac{\sum X}{N} = \frac{3277}{38} = 86.24$$

Derived from the outcomes of the pre-test, the reading accomplishment of students in recount texts remains subpar. The pre-test results closely align with or slightly deviate from the scores related to English topic knowledge. In an effort to enhance the reading proficiency of X-10 students at SMAN 1 Sutojayan, the researcher plans to implement Wordwall. Subsequent to the analysis of the post-test results, the researcher proceeded with homogeneity and normality testing.

Table 5 The Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		37
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.90667048
Most Extreme Differences	Absolute	.094
	Positive	.072
	Negative	-.094
Test Statistic		.094
Asymp. Sig. (2-tailed)		.200c,d

Table 6 The Result of Homogeneity Test

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Variabel	Based on Mean	1.356	1	74	.248
	Based on Median	.437	1	74	.510
	Based on Median and with adjusted df	.437	1	69.159	.511
	Based on trimmed mean	1.044	1	74	.310

In this particular study, the Kolmogorov–Smirnov One Sample Test was used for the assessment of normality. Meanwhile, Levene's statistic is used to produce a homogeneity test. If the significance value (sig.) normality test sig. Value > 0.05, then the data follows a normal distribution. While the significance value (sig.) > 0.05 means that the data varies or is homogeneous. The next section presents the results of the paired sample t-test performed in this study.

Table 7 The Result of Paired Sample t-test

Table 7: The Result of Paired Sample t-test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-8.97297	4.57339	.75186	-10.49782	-7.44813	-11.934	36	.000

Upon reviewing the provided table, it is apparent that the two-tailed significance (Sig.) value is below 0.05, signifying a noteworthy difference in the learning outcomes observed in the pre-test and post-test data.

CONCLUSION

Building on earlier results, it was shown that class X-10's reading competency was 77.24 when it came to understanding recount texts prior to Wordwall's incorporation. This accomplishment went to 86.24 once Wordwall was put into place. This finding suggests that X-10 pupils' reading skills have significantly improved, especially in terms of their ability to understand recount narratives. Furthermore, a Sig (2-tailed) value of 0.000 was obtained from the analysis of the paired sample t-test, which is less than the significant threshold of 0.05. The alternative research hypothesis (Ha) is supported by this result, and the rejection of the null hypothesis (Ho). Therefore, it can be inferred that Wordwall effectively contributes to the improvement of reading achievement in recount texts for class X-10 students at SMAN 1 Sutojayan Blitar.

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