

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research. This chapter describes background of the study, research question, research objectives, research hypothesis, significance of the study, scope and limitation, and definitions of the key terms.

A. Background of the Study

Reading is an activity that offers a wealth of insight and knowledge. This knowledge can be accessed through various forms of information media, including magazines, newspapers, and even the vast resources available on the internet. According to Nida (2010), reading can also be described as the process of observing a series of written symbols with the aim of understanding their meaning. When we read, our eyes receive these symbols such as letters and punctuation marks and relay them to the brain, where they are interpreted into words, sentences, or entire paragraphs that convey specific messages. This aligns with Li and Wilhelm (2008) in McKee (2012), when we read, our brain works to gather, understand, and analyze the information.

Reading holds significant importance as it enhances our knowledge. Through reading, we can access a wide range of information, experience enjoyment, and even uncover solutions to various problems. Consequently, the ability to comprehend texts in diverse forms offers substantial advantages in everyday life (Grabe, 2020). Nevertheless, achieving proficiency in reading is a demanding task, as reading comprehension is an intricate process. It involves the integration of numerous cognitive skills that must function in a highly coordinated and efficient

manner. This complexity often contributes to students reluctance or lack of confidence in reading.

On the other hand, reading is one of the essential language skills that every student, particularly in Indonesia, needs to master. This is because most English test items are based on reading texts (Irma, 2016), such as those found in senior high school assessments. Given this context, teaching reading is crucial for helping students improve their ability to comprehend written texts. It also involves guiding them on effective strategies for answering English test questions accurately, such as identifying the main idea, supporting details, explicit and implicit information, moral values, and more. Through this approach, students difficulties with reading comprehension can be addressed.

Based on the English syllabus for first grade senior high school students recommended by the government, students are expected to master three types of texts: descriptive, narrative, and recount. In this research, the focus is only on students ability to read narrative texts. Narrative texts usually tell interesting stories that can make students enjoy reading. According to Irma (2016), reading narrative text is often referred to aesthetic reading because one reads it for enjoyment and pleasure. Narrative text is one type of text which tells about a story or events to entertain or to inform the reader or listener (Mansur, 2014).

Before starting the research, the researcher interviewed English teachers and students at MAN 1 Kediri to understand how reading, especially narrative texts, is taught and learned in class. From the interviews, it was found that many tenth grade students still have low scores in reading. According to the teachers, the main problem is that students lack vocabulary, even though they have been learning

English since elementary school. As a result, many students can read the text but do not understand the meaning or message of the story.

Some students of MAN 1 Kediri also shared that they find reading boring. This is because teachers usually ask them to translate the text and answer questions, without involving them in more engaging or creative activities. This makes students feel less motivated and uninterested in reading narrative texts. Additionally, most narrative texts used in class come from the student worksheet (LKS). Teachers rarely choose texts from other sources like the internet or books that may be easier, more interesting, and more educational. They also do not carefully consider important aspects of the text, such as content, length, vocabulary, and storyline. Choosing the wrong text can cause students to feel frustrated and uninterested in reading.

Students also said that the texts in the worksheets are too long, which becomes a problem because they still struggle with vocabulary. This makes them unmotivated to finish reading and even causes them to dislike learning English. The researcher believes that using student worksheets (LKS) is not effective because it takes too much time and can make the class atmosphere boring. If this continues, students will become even more disinterested in learning English.

To solve the problem mentioned earlier, one important aspect that needs to be improved in teaching and learning reading is the media. Students need media that is simple, easy to understand, interesting, educational, and enjoyable so they can be more motivated to improve their reading comprehension, especially in narrative texts. One type of media that has these characteristics is the Wordwall. Wordwall is a collection of words which are displayed in large visible letters on a wall and

bulletin board. The wordwall is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to improve the students vocabulary mastery.

In addition to its function as a vocabulary support tool, Wordwall provides interactive learning activities such as quizzes, matching games, and randomized tasks that can create a more engaging learning atmosphere for students (Ridwan and Harahap, 2022). These interactive features are relevant to the problems previously identified at MAN 1 Kediri, where students often felt bored and less motivated when reading narrative texts using conventional printed worksheets. Compared to static media, Wordwall offers instant feedback, visual stimulation, and game based classroom participation, allowing students to interact directly with reading materials rather than only receiving information passively (Hapsari and Nugroho, 2021). Other digital platforms such as Quizizz or Kahoot primarily focus on assessment and recall, while Wordwall provides more flexible activity types that can be adapted specifically for reading comprehension tasks, including sequencing, vocabulary mapping, and story element recognition (Maulida and Yuliana, 2022). Because of this flexibility, Wordwall is considered more suitable for helping students engage with narrative texts in an active and meaningful way. With this understanding, it becomes important to examine how Wordwall performs when applied in real classroom practice.

Several previous studies have discussed the use of Wordwall in improving students language skills. For instance, Dila et al. (2024) found that students taught with Wordwall significantly outperformed those in the control group, demonstrating that game based learning can effectively boost reading achievement. Handayani

and Pertiwi (2022) highlighted that integrating pronunciation tasks into Wordwall games enhances students speaking abilities and builds their confidence to use English orally. Astuti and Rahman (2023) discovered that Wordwall activities designed with listening components, such as matching audio recordings to written words or sentences, can improve students listening comprehension and auditory discrimination skills. Hapsari and Nugroho (2021) argued that Wordwall accommodates various learning styles by providing visual, auditory, and kinesthetic engagement, which is essential for creating inclusive and effective language instruction. Maulana and Putri (2022) noted that the dynamic, game-like environment of Wordwall helps maintain students motivation over longer periods, ensuring they remain focused throughout the lesson. Moreover, Andini and Yuliana (2020) emphasized that the flexibility of Wordwall allows teachers to adapt materials according to students proficiency levels and needs, making it suitable across various ELT settings. Taken together these findings demonstrate that Wordwall is a comprehensive teaching tool that can be seamlessly integrated into all four language skills reading, writing, speaking, and listening to create engaging, interactive, and student-centered learning experiences.

However, most of the previous research has only focused on the effectiveness of Wordwall itself without comparing it to other visual or conventional media that could also support students reading comprehension, especially in narrative texts. Few studies have explored how Wordwall performs compared to other media like Picture Series, particularly in the context of teaching narrative texts at the senior high school level. This research gap highlights the need for further investigation to determine which media can more effectively support students' understanding of

narrative structures and improve their reading skills.

Although prior research has demonstrated the value of Wordwall in various aspects of English language teaching such as enhancing general reading comprehension (Dila et al., 2024), improving speaking skills and pronunciation (Handayani & Pertiwi, 2022), boosting listening comprehension (Astuti & Rahman, 2023), accommodating diverse learning styles (Hapsari & Nugroho, 2021), increasing student motivation and retention (Maulana & Putri, 2022), and providing flexibility for different proficiency levels (Andini & Yuliana, 2020) significant limitations remain that underscore the novelty of the present study. Notably, these works predominantly examine Wordwall in isolation or in non-reading contexts, without genre-specific focus on narrative texts or direct quasi-experimental comparisons against traditional visual aids like Picture Series in senior high school settings, particularly within Indonesian Islamic educational environments. This collective shortfall leaves unanswered questions regarding Wordwall's relative superiority for fostering deeper comprehension of narrative elements among 10th grade students.

This study is expected to provide a new perspective by directly comparing Wordwall and Picture Series as alternative learning media, offering deeper insights into which tool is more effective in enhancing students comprehension of narrative texts, an area that has not been extensively explored in previous research. Based on the explanation above and to address this research gap, the researcher intends to conduct a study entitled "The Effectiveness of Using Wordwall for Teaching Reading in Narrative Text at the Tenth Grade Students of MAN 1 Kediri."

B. Research Question

Is the use of wordwall effective for teaching students in reading narrative text at the tenth grade students of MAN 1 Kediri?

C. Objective of the Study

This research aimed to investigate whether the use of wordwall is effective for teaching students reading narrative text at the tenth grade students of MAN 1 Kediri.

D. Research Hypothesis

Based on the research question and objective, the hypothesis can be formulated as follows:

H₀: There is no significant difference in reading skills between students taught with Wordwall and those taught with Picture Series at the tenth grade of MAN 1 Kediri.

H_a: There is a significant difference in reading skills between students taught with Wordwall and those taught with Picture Series at the tenth grade of MAN 1 Kediri.

E. Significance of the Study

The results of this study are expected to provide important information for English students and teachers. It means:

1. For the Researchers

This study offers comprehensive insights into the practical application and effectiveness of Wordwall as a digital learning medium for teaching reading narrative texts. The results can enrich the knowledge base of educators and researchers by highlighting how interactive media like Wordwall can enhance students engagement, motivation, and comprehension. By understanding the specific strengths of Wordwall in improving reading skills, researchers can design

more effective instructional strategies and develop future studies that explore innovative approaches to language teaching.

2. For the Reader

This research provides readers with a deeper appreciation of the role of technology in supporting English learning, especially in reading comprehension. Through this study, readers can gain a better understanding of how digital tools can be used to simplify complex concepts in narrative texts, make reading more accessible, and create an enjoyable learning atmosphere. By recognizing the connection between students interests and the use of engaging media, readers can apply similar strategies in their own learning or teaching contexts to achieve better outcomes.

3. For Future Researchers

The study serves as an important reference for future research in English language teaching, particularly for those who wish to explore creative and interactive media. Future researchers can build upon these findings by investigating the effectiveness of Wordwall across different levels of education, diverse student populations, or other language skills such as speaking, listening, and writing. Additionally, comparative studies involving Wordwall and other emerging technologies can be conducted to identify the most efficient tools for specific learning objectives, thereby expanding the body of knowledge in educational technology and language pedagogy.

4. For Educational Institutions

This research provides valuable insights for educational institutions to support the development of innovative curricula that integrate modern learning

media like Wordwall. By incorporating engaging and student-centered tools into teaching practices, institutions can foster a learning environment that promotes active participation, creativity, and a positive attitude toward English learning. Furthermore, the findings of this study can guide policymakers and curriculum developers in adopting evidence based strategies that align with current trends in education, ultimately contributing to higher quality learning experiences and improved language proficiency among students.

F. Scope and Limitation

The scope of this research is student reading comprehension and engagement. This study specifically focuses on using wordwall as a media in teaching reading in English. To concentrate on the topic, the researcher limits the study to investigating the effectiveness of wordwall effective for teaching students in reading narrative text at the tenth grade students of MAN 1 Kediri. The researcher aims to determine whether using wordwall can effectively enhance students reading comprehension and engagement in English learning at the senior high school level.

G. Definition of the Key Terms

To avoid the misunderstanding of some terms used by the researcher, The key terms are defined as follow :

1. Reading Comprehension

Reading comprehension is the ability to understand and get the meaning of a written text. This includes identifying the main ideas, making conclusions, and understanding the message in the text.

2. Teaching Reading

Teaching reading is the process where teachers help students understand written texts. It includes activities to improve vocabulary, grammar, and the ability to understand the meaning of the text.

3. Narrative Text

A narrative text tells a story, involving characters, a setting, and a series of events, with the aim to entertain, inform, or teach a lesson.

4. Wordwall

Wordwall is an interesting application in the browser. This application specifically aims to be a fun learning resource, media and assessment tool for students. On the wordwall page, examples of the teacher's creations are also provided so that new users can get an idea of what creativity looks like.

5. Picture Series

A picture series is a group of related photos arranged in order to tell a story or show a sequence of events. Unlike single photos, the images work together so the full meaning is understood when viewed as a complete set.

