

HALAMAN PENGESAHAN SKRIPSI

THE EFFECT OF USING WORDWALL MEDIA INTO  
STUDENTS' READING ACHIEVEMENT OF ELEVENTH  
GRADE AT SMA SWASTA NUSANTARA TIGALINGGA

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# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

English will be defined as the set of all possible sentences, and grammar as the rules that distinguish between sentences and non-sentences. Language is also a system of phonetic symbols that humans use to convey messages to each other. Munthe (2022:3) language is a sound expression that social groups use to collaborate, communicate, and express themselves. Language is not constant and constantly changing, but constantly evolving. Language is conventional and arbitrary, language is complex and complicated. Language is one person's ability to communicate with each other. Without words there would be no language, and without language no one could express their thoughts. In order for learning to run smoothly students need to learn 4 skills in English, one of which is reading.

Reading is an individual's relationship with symbolic information. Reading is also a communication process that requires many skills. Therefore according to Tarihoran (2019:26), reading is not an exercise in eye movement but a thinking process. According to Shokri (2017:99), reading is very helpful in language acquisition. As long as students can understand the material read. Day and Bamford (1998:12) reading is the process of creating meaning from printed or written messages. According to Tarigan, in Jaenal (2010:19), is a process carried out by readers to obtain messages that the researcher wants to convey through words or written language.

Learning and teaching English in schools is still a problem, as English is very different from Indonesian in terms of structure, pronunciation and vocabulary. Building an effective and efficient English class is a challenge for teachers. Therefore, English teachers must be able to direct students in teaching and learning activities. The material delivered by the teacher must use appropriate teaching techniques. Good teaching techniques will help students understand and master the lesson as well as other lessons that require appropriate techniques. For some students learning English especially reading is boring.

One of the common problems in teaching reading in the classroom is that most students do not know the meaning and significance of the words used in the text. As a result, students' have difficulty in reading the text and understanding the content as a whole. In addition, students who don't understand the vocabulary used in the text tend to have difficulty connecting words in order to make appropriate teaching strategies, it is important to know more about students' vocabulary. Teachers should pay special attention to introducing new vocabulary and teaching contextual methods that help students connect words with broader meanings. Methods such as learning through context or pictures can help students significantly understand vocabulary. It is very important for students to do a lot of reading practice with different types of texts.

In this way, students can become familiar with a variety of frequently used vocabulary and gradually expand their vocabulary. To create an environment that promotes the overall development of students' reading ability and vocabulary comprehension. By addressing this issue of low vocabulary comprehension, it is

hoped that the reading learning process in the classroom can become more efficient and enjoyable for all students. It will also help students become better at reading and understanding texts.

The supporting reason why researcher choose wordwall as one of the learning media at SMA Swasta Nusantara Tigalingga, namely because the phenomenon that researcher found during observation at SMA Swasta Nusantara Tigalingga is still lacking in learning, because students' are very weak in reading. Their pronunciation is also lacking the data shows that students have difficulty in pronouncing some English sounds or words correctly. Frequent problems include mispronunciation of vowel sounds (such as confusing the pronunciation of "ship" with "sheep"), omitting final consonant sounds (such as, "read" might be pronounced as "rea"), and difficulties with diphthongs (such as, mispronouncing "coin" as "con"), fluency in reading is also lacking the data shows that students read in a disjointed manner, with frequent pauses and hesitations, which indicates a lack of fluency in reading. This could be due to lack of practice or unfamiliarity with the text., students' accuracy in reading is still low the data show students often make mistakes by adding, omitting, or substituting words while reading. This indicates that they are not accurately decoding the text, which could be due to a lack of vocabulary knowledge or insufficient phonetic decoding skills, and the intonation used by students' in reading is still not appropriate the data also showed that students had difficulty using proper intonation patterns when reading aloud. For example, students may not raise intonation at the end of questions or fail to use falling intonation at the end of declarative sentences, which affects the

natural flow and comprehension of the text., and the things mentioned by the researcher can be proven and the preliminary data below. Whereas wordwall media is a learning media that is very interesting for students and can improve reading skills in students. Wordwall media also provides animated images along with games that make students not bored and happy to learn by using wordwall. This media also invites students to be more active in the classroom in the learning process. Wordwall is also easy to use on laptops or smartphones.

**Table 1.1 The Preliminary Data**

No	Name of students	Score
1.	AA	40
2.	APT	20
3.	AS	20
4.	AT	20
5.	DM	30
6.	DMG	40
7.	DS	40
8.	FM	30
9.	FS	60
10.	LT	50
11.	MS	50
12.	PLT	20
13.	PNS	40

14.	PT	30
15.	RM	20
16.	RT	50
17.	SCP	20
18.	SS	60
TOTAL		640

KKM = 75

Total Score = 640

Data = 18

Mean = 35,5

Based on the table above, there are students in class XI IPS 1 who have the lowest average score with a total of 18 students, but none of them exceeded the KKM 75 limit. Therefore, a way is needed to increase students' reading achievement above the KKM to improve student achievement in class XI IPS 1. This comprehension problem must be addressed immediately because it can make it difficult for students to advance to the next level or class. In addition, students may need additional motivation to learn English because they find it difficult. Because previously students in class XI IPS 1 lacked motivation to learn, therefore special attention is needed for students in that class. To overcome the problems above, researcher will be introduce a learning media that can improve students' reading achievement and create a more enjoyable classroom atmosphere. The learning media is wordwall.

Wordwall is an innovative and interactive tool that uses technology to engage students in reading achievement. Wordwall is very useful as a learning media sources, and a fun assessment tool for students. This application can be accessed via laptop or mobile phone. The wordwall media contains images, audio, animation, and interactive games that can make students interested Hidayaty (2022:35). The use of wordwall media is an example of an English learning tool to improve student's writing, speaking and reading.

One alternative for teachers to improve students' reading skills is to use wordwall. A wordwall is an effective and fun way to keep students interested in whatever they are reading, as it allows students to recognize words, encourages independence, develops a growing core of reading skills, and provides reading and writing references. In addition, when students use wordwalls, students' become more aware of words and definitions. Supporting content understanding also helps students recognize vocabulary from the world around them. Wordwall is a good way to make the teaching and learning process more interesting and fun. The use of wordwall in reading learning is believed to enrich students' vocabulary and hone students' reading skills and understanding of what students read, and is also part of vocabulary learning.

## **1.2 The Problem of the Study**

Based on the background of study above, the research would like to formulate the research question as follow:

Does Wordwall media affect students' reading achievement of eleventh grade at SMA Swasta Nusantara Tigalingga?

### **1.3 The Objective of the Study**

Based on the problem above, the objective of the study is to know whether the effect of using Wordwall media towards students' reading achievement of eleventh grade at SMA Swasta Nusantara Tigalingga or not

### **1.4 The Scope of the Study**

This wordwall learning media is one of the learning applications intended for students of all ages from elementary to high school. Wordwall is able to improve students' reading skills in learning, because there are quizzes that hone students' abilities in vocabulary and reading. Students not only learn vocabulary and reading but students can also play while learning so as to attract students' interest in learning. Therefore, the researcher will focus on using wordwall media as one medium to determine the effect of using this media on students' reading skills.

### **1.5 The Significance of the Study**

1. It is hoped that this research will help the new researcher, especially in terms of knowledge about research methods.
2. It is hoped that readers will gain a better understanding of how the use of wordwall as learning media can help improve student's reading.

By using wordwall, students can be motivated to continue learning English and improve student's reading. In addition, the use of wordwall can make students more active in the teaching and learning process.



## 1.6 Hypothesis

The hypothesis proposed in research has following formulation:

Ha : There is a significant the effect of using wordwall media into students' reading achievement of eleventh grade at SMA Swasta Nusantara Tigalingga for the 2024/2025 academic year.

Ho : There is not a significant the effect of using wordwall media into students' reading achievement of eleventh grade at SMA Swasta Nusantara Tigalingga for the 2024/2025 academic year.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical framework**

In analyzing this research, some theories that support and relate to the research are needed. Namely the definition of reading and wordwall. Explanation from beginning to end. In this case, what must be studied is as follows.

#### **2.2 Definition of Reading**

Tarigan (1990:7) state that reading as a process in which the reader obtains the message that the author wants to convey through words or written language. David Nunan (1989:33) states that reading is not a common ability, that there are different types of reading abilities that correspond to the different purposes we have for reading". Therefore, when students participate in classroom reading activities, the author believes that they have a number of goals for their reading activities. Among those goals is to graduate from school and acquire the necessary knowledge to continue their education, regardless of whatever goal they want to achieve. To achieve these goals, reading comprehension skills are essential. Harmer (2007:99) states that reading is beneficial for language acquisition. The more students read, the better they do, provided they understand a little of what they read. According to Grellet (2004:38), reading is a constant guessing process, often what is in the reading is more important than what is found in it than what is found in it. In reading, students must be taught to use their knowledge to understand new elements, whether they are concepts or simple words. Day and Bamford (1998:12) state that reading is the process of making meaning from

printed or written messages. Therefore, readers must connect information from the written message with what they know before to get the meaning.

The author concludes that reading is a complex process in which readers derive meaning from written text. Some scholars, such as Tarigan, Nunan, Harmer, Grellet, as well as Day and Bamford, have different views on aspects of reading, but agree that reading skills are very important in language acquisition and education. The authors also emphasize that students have certain goals in their reading activities, such as graduation and knowledge acquisition. To achieve these goals, reading comprehension skills are essential. Reading is not just about understanding words, but also involves the process of comprehension, guessing, and connecting new information with prior knowledge.

### **2.2.1 Teaching of Reading**

Teaching reading is the process of helping students acquire the abilities and strategies to comprehend, interpret, and critically engage with written text. This process includes improving phonemic awareness, phonics, vocabulary, reading fluency, and comprehension techniques. The goal of teaching reading is to enable students to decode text, recognize words, understand meaning, and read with accuracy, speed, and expression. Teaching reading also includes fostering a love of reading and teaching students to use reading as a tool for learning and personal growth.

### 2.2.2 Kinds of Reading

Reading can be categorized into different kinds depending on how it is used. According to Grellet (1981:8) there are four kinds of reading namely:

1. Skimming is a technique that allows students to read a text quickly and filter out the most important ideas. This technique is a useful skill when students want to get an overview of a text or when students are looking for specific information.
2. Scanning is a technique that allows students to quickly read a text and find specific information. This technique is useful when students need to find specific information in the text.
3. Intensive reading is a technique that allows students to read a text slowly and carefully so that they can understand every detail and nuance. This technique is useful for students who need a deep understanding of the text.
4. Extensive reading allows students to read texts quickly. This technique is a useful skill for students who need to read a lot of text in a short period of time.

In conclusion, each reading technique serves a distinct purpose. Skimming and scanning allow students to quickly navigate through texts, with skimming helping to grasp the overall ideas and scanning enabling the location of specific information. On the other hand, intensive reading promotes a detailed understanding of the text, while extensive reading helps students cover large

amounts of material efficiently. By mastering these techniques, students can adapt their reading strategies based on their goals and the nature of the text.

### **2.2.3 Reading Achievement**

Achievement refers to the results that a person achieves through his or her effort, skill and determination in various areas of life. It can be academic success, career advancement, or personal achievements that demonstrate one's ability and dedication. Achievement not only reflects ability and hard work, but also brings satisfaction and a sense of pride in oneself. Regardless of the context, achievements are important indicators of one's growth and success. Achievement is a remarkable feat achieved through extraordinary effort or skill. Accomplishment and achievements often imply the completion of something important or difficult, a high goal or a great achievement. Graduating from high school is an achievement. Learning a new language is an achievement.

According to Graham (1994:25) Reading achievement is the student's ability to recognize, understand, and use the words contained in a text that is read correctly and precisely. Reading achievement is not an easy skill. Because students are required to be able to go through various stages to learn reading properly and correctly. Reading achievement refers to the level of mastery and proficiency of students in understanding and using different words in a language. This includes the ability to recognize, understand and apply reading in the context of listening. High reading achievement indicates that students can communicate effectively and understand complex language elements. This is essential for

academic and professional success and meaningful social interaction. Therefore, reading achievement is an important indicator of overall language proficiency.

#### **2.2.4 The Problem of Teaching Reading**

As a result of the difference between what is written and how it is pronounced, students face problems in pronunciation while reading. In addition, they face problems in understanding vocabulary and grammar. Students also often have difficulty retaining new words in long-term memory. A teacher should use various approaches to overcome this problem, such as enriching vocabulary, making summaries, making questions based on the text read, and providing readings that are suitable for students' abilities. Students often face difficulties in pronunciation due to the difference between writing and pronunciation, as well as difficulties in understanding vocabulary and grammar. In addition, they often have difficulty retaining new words in long-term memory.

Teachers should be able to overcome this problem in various ways, such as enriching vocabulary, making summaries, asking questions from the text read, and providing readings that are suitable for students' abilities. Students often have difficulty in pronunciation due to the difference between what is written and how it is pronounced, as well as difficulty understanding vocabulary and grammar. In addition, students often have difficulty remembering new words in long-term memory. Teachers should be able to use various strategies to overcome this problem, such as enriching vocabulary, making summaries and questions based on the text read, and providing readings that are suitable for students' abilities.

### **2.3 Definition of Learning Media**

Learning media is a medium conveys messages or information directed at an educational goal. According to Puspitarini (2019:53), learning media in the learning process is one of the stimulants, stimuli and tools provided by the teacher to help students learn quickly, precisely, efficiently and precisely without using words. Before using media as learning media, teachers must first know the media format to facilitate the selection of appropriate media in the learning process. Before using media as learning media, teachers should first familiarize themselves with media formats to make it easier to choose the right media in the learning media process.

According to Rayanda (2012:26), learning media can be understood as anything that conveys or can convey messages from a source. Based on the explanation, learning media refers to learning information sources that change people's way of thinking in learning and developing creativity, or various types of information sources that can be used in the learning process. Among these learning resources, one of the learning resources that focus on knowledge acquisition is learning media. According to Hanif (2019:56) The use of learning methods alone is not enough to improve student vocabulary because media is also needed to convey material and information to students.

Learning media is used as a means to support or improve the learning process so that learning objectives can be achieved properly. Learning media refers to the process of physical and non-physical tools used by teachers in

delivering material to students more effectively and efficiently. This allows all learning materials to reach students faster and arouse their interest in continuing to learn. Learning media, if used correctly in the learning process, becomes a more effective and efficient tool to achieve learning objectives. Learning media also increases student learning motivation. This is in line with Sanaky's (2009:15) statement that the benefits of learning media include:

- a. Learning materials can be made clear so that students easily understand the material and master the learning objectives.
- b. The use of learning media makes the learning process more diverse. The material is not only conveyed orally through teacher narration, but also allows students to engage more effectively and efficiently without getting bored quickly.
- c. Students not only listen to the teacher's explanation of the material, but also carry out other learning activities such as observing, doing, and demonstrating.
- d. The special characteristics of learning media make the learning process more meaningful learning activities encourage students.

#### **2.4 Definition of Wordwall Media**

Wordwall media is a dynamic online platform designed for teachers and educators to create both interactive and printable activities for their students. It offers a wide range of formats, including quizzes, matching exercises, word searches, crosswords, and many more. The platform stands out for its ease of



use, enabling educators to quickly generate educational content that can be used both in traditional classroom settings and in online environments. By providing an array of engaging and interactive activities, Wordwall increases student engagement, making learning more interactive and enjoyable.

One of the key strengths of Wordwall is how it facilitates the integration of technology into education. The platform aligns with the increasing demand for digital literacy, offering students and teachers tools that promote collaboration and creativity. In today's ever-evolving educational landscape, teachers face the dual challenge of creating engaging learning environments and keeping up with technological advancements. Wordwall helps meet these needs by saving time in the creation of learning materials while also delivering high-quality content.

The History and Development of Wordwall Since its inception, Wordwall has continued to evolve to meet the changing needs of modern education. While the platform is commonly associated with online interactive activities, its roots lie in traditional, classroom-based methods for teaching literacy. According to Sipayung (2018:13), Wordwall was originally conceived as a tool to support literacy by providing teachers with an organized collection of words displayed in large, clearly visible letters on classroom walls or bulletin boards. These word collections, often referred to as "word walls," were used to reinforce vocabulary and reading skills by placing words in students' line of sight throughout the day.

Over time, as educational technology advanced, Wordwall adapted to incorporate more digital tools, becoming a versatile online platform. The early concept of a word wall has now expanded to encompass a variety of interactive formats, such as digital matching games, quizzes, and other visually stimulating activities that appeal to students of different learning styles. This transition to an online format allows for greater flexibility, enabling teachers to design activities that can be tailored to specific classroom needs or individual students' skill levels.

Features of Wordwall offers a range of features that allow teachers to customize activities for students of all ages and abilities. These include:

1. Templates :

Wordwall offers a variety of templates to create different types of activities. Whether a teacher wants to design a quiz, a matching activity, a word search, or a crossword, Wordwall provides the tools to do so quickly and effectively. Templates can be reused, saving time for educators who want to recreate similar activities for different lessons or units.

2. Interactivity :

One of Wordwall's most significant advantages is its interactive capabilities. Digital activities created on Wordwall are visually appealing and designed to engage students in the learning process actively. Games such as “match the pairs,” “group sort,” or “random wheel” are examples of the types of engaging

activities that students can participate in, encouraging a more hands-on approach to learning.

3. Accessibility:

Wordwall activities can be accessed on a variety of devices, making them suitable for both in-class and at-home learning. The platform is designed to be compatible with smartboards, tablets, computers, and mobile phones. This cross-platform accessibility means that teachers can create activities that students can complete regardless of the device they have access to, ensuring that learning continues beyond the classroom.

4. Customizability:

Teachers can easily customize each activity to fit the specific learning goals or student needs. This flexibility makes Wordwall an ideal platform for differentiated instruction, where teachers can adjust activities to accommodate students with varying levels of ability or different learning styles. For instance, teachers working with younger students can simplify quizzes or matching games by using more visual cues, while older students may engage with more complex vocabulary or concepts.

5. Printable Options:

For classrooms where digital tools may not be fully available, Wordwall provides the option to print activities. Teachers can create activities that work well both digitally and as printouts, ensuring that all students can benefit from

the learning materials, regardless of access to technology.

#### Benefits for Educators and Students

The interactive nature of Wordwall, paired with its visually appealing templates and games, has several benefits for both educators and students. As Sukmaningrum (2023:496) notes, Wordwall encourages creativity, critical thinking, and effective communication through its diverse range of activities. These activities are highly customizable, allowing teachers to tailor them to specific learning objectives and grade levels.

For educators, Wordwall simplifies the task of creating engaging and meaningful lessons. Rather than spending time designing materials from scratch, teachers can quickly use the platform's pre-made templates and adapt them to their lesson plans. Additionally, Wordwall supports formative assessment strategies, as teachers can use activities like quizzes to gauge students' understanding of the material in real time.

For students, the platform's interactivity fosters higher engagement levels. Students are naturally drawn to digital games and activities that provide instant feedback, which helps them stay focused and motivated during lessons. Wordwall's range of activities can also cater to different learning styles, helping visual, auditory, and kinesthetic learners to better absorb information. By

offering multiple modes of interaction, Wordwall creates a more inclusive learning environment where students can learn in ways that work best for them.

### Real-World Applications of Wordwall in the Classroom

Teachers across the globe have successfully integrated Wordwall into their teaching practices, using it for a wide range of subjects and grade levels. For instance, elementary school teachers have used Wordwall's matching games and quizzes to reinforce vocabulary lessons. The platform allows students to engage in spelling and word recognition activities that are far more interactive than traditional worksheets.

In language arts classes, Wordwall has been used to help students develop grammar and writing skills. Teachers can create fill-in-the-blank activities, sentence scrambles, or word puzzles that challenge students to think critically about sentence structure, word usage, and grammar rules. The interactive nature of these activities helps to keep students engaged, even when tackling challenging concepts. Beyond language arts, teachers in subjects like mathematics, science, and social studies have also leveraged Wordwall versatile tools to create custom quizzes and review games. For example, math teachers can design activities that require students to match equations with their solutions, while science teachers can use sorting activities to help students learn the classification of animals or the stages of the water cycle

Wordwall has proven to be a powerful educational tool for enhancing classroom engagement and promoting interactive learning. It combines traditional literacy practices with modern technological tools, offering teachers a flexible and accessible platform for creating diverse learning materials. By enabling teachers to create interactive, customizable activities that appeal to a wide range of learning styles, Wordwall helps foster a more engaging and inclusive educational environment. The platform's continued development and adaptability ensure that it will remain a valuable resource for educators looking to enhance both online and offline learning experiences.

#### **2.4.1 The Steps of Using Wordwall Media**

1. First, search and type wordwall on Google.
2. Second, shows the kinds of templates that are in the wordwall, for example: Close Passage, Open the boxes, Word Search, Random wheel, Crossword Puzzle
3. Third after showing the templates in wordwall, the researcher practiced how to play.
4. Fourth researcher calls several students to try using the wordwall media.
5. And then the students can look for the missing word or cloze passage
6. After that the researcher can find out directly the results and winners by looking at the scores that have been listed on the wordwall media after

the quiz is finished.

The wordwall media game consists of several questions, for that students are expected to be able to answer and work on each question available questions to determine the ability of each students.

#### **2.4.2 Advantages of Wordwall Media**

- a. Can provide a meaningful learning system that is easy to follow from elementary school to high school.
- b. The assignment model is located within the wordwall software and can be accessed by students through their mobile phones.
- c. Makes students more creative and innovative.
- d. One of the innovative media with a wide variety of templates that can attract students' interest in learning.

#### **2.4.3 Disadvantages of Wordwall Media**

- a. If students use wordwall media, students cannot change the font size.
- b. Making wordwall media takes quite a long time.
- c. The wordwall media also cannot be accessed if students do not have an internet quota

### **2.5 Previous Study**

Some previous researchers have conducted research, first namely Purba. D (2023), and the title is “The Effect of Word Wall Media on The Students Reading Comprehension at Eighth Grade of SMP Negeri 9 Pematangsiantar” The focus of this research is to find out how effective word wall media is in

improving students' reading comprehension. This study used a quantitative approach and employed a quasi-experimental design. The researcher selected two groups, VIII-8 (experimental class), consisting of 30 students, and VIII-7 (control class), consisting of 30 students. The purposive technique divided the sample into two groups. The experimental group received instruction through in-class word wall media, while the control class received conventional instruction. The mean score of students in the experimental class increased from 65.33 in the pre-test to 81.83 in the post-test, according to data analysis. In contrast, the average score of the control class increased from 58.5 to 69.16 in the same time. The results showed that the t-table value (1.67155) at df 58 was greater than the t-count (3.04). As a result, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is supported. This hypothesis states that students' reading comprehension is significantly improved by using word wall media.

**Similarities** : The current researcher equation with the previous researcher is The first current researcher and the previous researcher both use the effect of using wordwall media to improve student reading achievement. The second equation is that current researchers and previous researchers used purposive sampling for sampling.

**Differences** : The differences between the current researcher and the previous researcher is the first, the current researcher conducted research at SMA Swasta Nusantara Tigalingga in class XI IPS 1 and XI IPS 2 while the previous



researcher conducted research at SMP Negeri 9 Pematangsiantar in class VIII-7 and class VIII-8. Second, the current researcher used an experimental quantitative design, while the previous researcher used a quantitative approach and quasi experimental design.

The second research was conducted by Rahayu. E (2024) with the title is The Effect of Using Wordwall Media on Reading Skills and Comprehension of Narrative Text. This research was motivated by the lack of reading comprehension of fourth grade students at SDS An Najwa Marelan in narrative text material. This is because teachers have not implemented learning media and students do not understand reading narrative texts. As a result, students feel bored reading the text and find it difficult to come up with ideas for paragraphs and the content of the story. The aim of this research is to describe the use of wordwall media and find out whether there is an influence of wordwall media on the ability to read and understand narrative text. This type of research is quantitative research, the data collection method used is a questionnaire. The research results show that there is an influence of using wordwall media in improving reading comprehension skills in determining the main idea in each paragraph, searching for information and understanding the content of the story and retelling the story using their own language. Thus, the reading comprehension skills of class IV SDS an Najwa Marelan students in narrative text material show improvement through wordwall media

**Similarities :** The current researcher equation with the previous researcher is

that the current researcher and the previous researcher both use the effect of using wordwall media on reading skills.

**Differences :** The difference between the current researcher and the previous researcher is, the first current researcher uses a quantitative experimental design while the previous researcher uses quantitative research design the second current researcher conducted research in grade 11 of the Nusantara Tigalingga private high school while the previous researcher conducted research in grade 4 of the Najwa Marelan private elementary school.

The third was conducted by Darma.O.H with the title “The Effect Of Word Wall Media On Students’ Vocabulary Mastery At The 7th Grade Of SMPN 3 Kec. Pangkalan Koto Baru” Vocabulary is the most important part of language that students must master. This is because students often use vocabulary in their daily activities. However, students face difficulties when learning it, and they are less able to remember new vocabulary. Based on these problems, teaching mastery to help students, vocabulary using media such as wall of words increases their vocabulary. This study involved students in class VII of SMPN 3 Pangkalan Koto Baru sub-district. For the purpose of this study, the researcher used a quantitative method designed as a quasi-experiment involving a comparison between two classes. Grade VII students, specifically VII1 and VII2, were the subjects of this study. The experiment involved 25 students, and VII2 was the control class involving 25 students.

**Similarities :** The current researcher equation with the previous researcher is

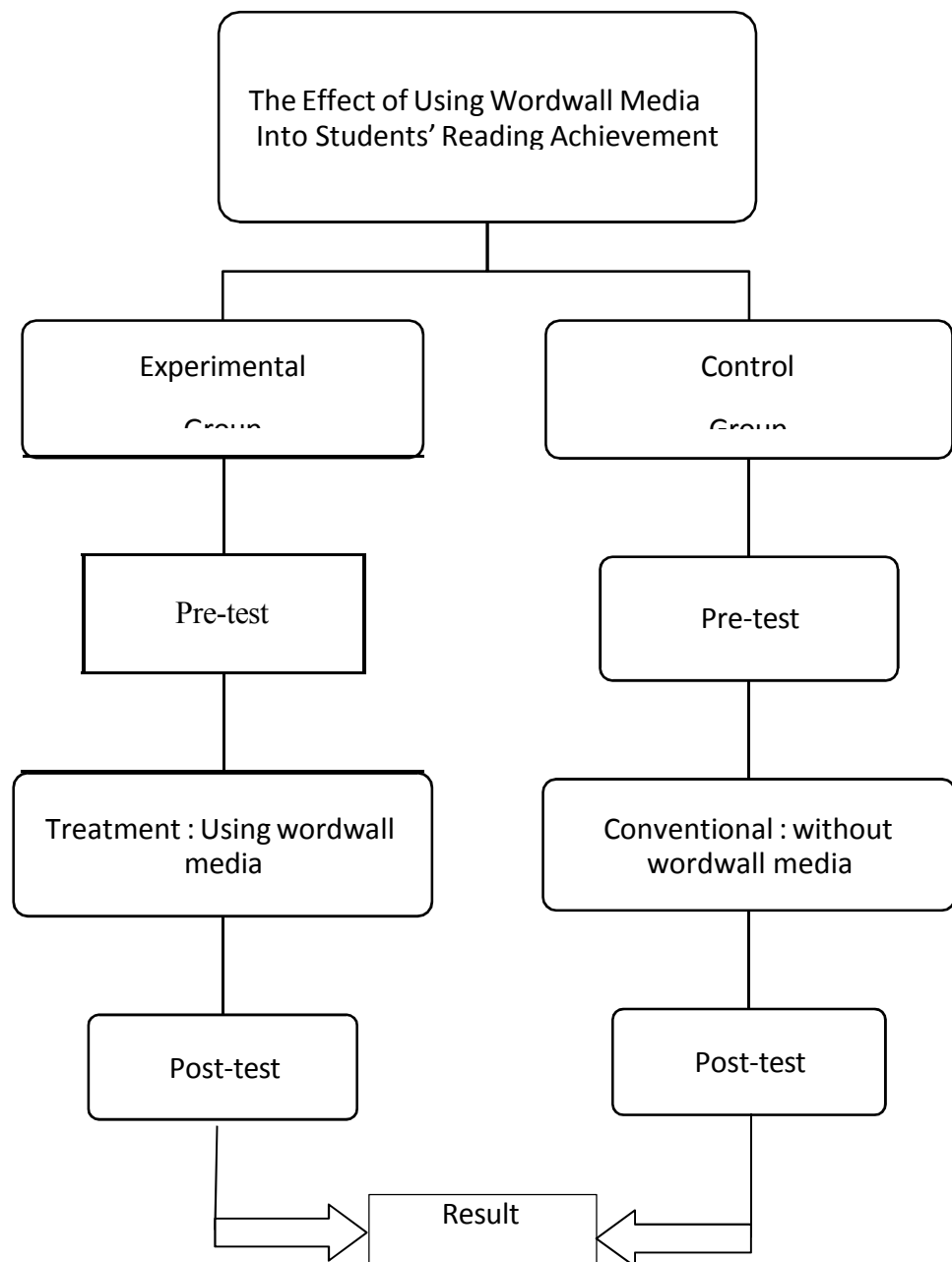
that the current researcher and the previous researcher both use the influence of wordwall media in research.

**Differences :** The difference between the current researcher and the previous researcher is that the first, the current researcher uses a quantitative experimental design while the previous researcher uses a quantitative research design, the second, the current researcher conducts research in grade 11 of SMA Swasta Nusantara Tigalingga while the previous researcher conducts research in grade 11 of SMP 03 Pangkalan kecamatan Koto Baru. This learning method allows students to learn wordwall and reading more easily in the classroom. It can be used to test whether wordwall media improves the reading ability of eleventh grade students of SMA Swasta Nusantara Tigalingga.

## **2.6 Conceptual Framework**

As mentioned earlier, students should have extensive reading skills. Expanding vocabulary is an important part of learning English. Without learning English, students will not learn the four English skills of reading, writing, speaking and listening. Teachers should use approaches to improve the achievement of effective reading instruction to help students learn well. Although learning English is very important, students also often have difficulties to read because of the different ways of writing and pronunciation. Therefore, it is not surprising that students face difficulties in reading. Students also know that reading can improve their ability to learn English, but often students do not know how to improve. Students have difficulty remembering

new words because they are very complicated. When teachers introduce new terms, students also need to be more creative and up-to-date as each student has the freedom to do whatever they want to expand their reading. Wordwall media is considered an interesting and fun way to teach reading because it can provide fun or challenge for students when learning vocabulary. Based on the previous discourse, the author suggests incorporating wordwall media into the teaching of English reading.



*Table figure 2.6.1 Conceptual framework in the research entitled :*

**“The Effect of Using Wordwall Media Into Students’ Reading Achievement  
of Eleventh Grade at SMA Swasta Nusantara Tigalingga”**

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **3.1. Research Design**

This research was conducted by using quantitative experimental research. Sugiyono (2015) states that experimental research methods can be interpreted as research methods used to seek the effect of certain treatments on others under controlled conditions. This research used a true experimental model, because the sampling is random and the population is more than 2 classes. This research used a true experimental model, because the sampling is random and the population is more than 2 classes. This research divided two groups namely Experimental group and Control group. This study discusses the effect of using Wordwall media into students' reading achievement. Therefore, researcher have conducted experimental quantitative research. Researcher used experimental research because in this study researcher find out the effect of Wordwall Media into students' reading achievement. Researcher also used quantitative because there are two ways of research. First, the researcher choose an experimental class and a control class. In the experimental class, students were given Wordwall Media to improve their ability to read, while the control class was not given Wordwall Media in reading learning in class. The design can see as the following.

**Table 3.1 Research Design**

Group	Test	Treatment	Test
Experimental	Pre-test	Using wordwall media	Post- test
Control	Pre-test	Conventional method	Post- test

### **3.2 Population and Sample**

In research, the researcher must identify the population and sample first, because both are very important to complete this research. The population and sample in this study are as follows:

#### **3.2.1 Population**

Sugiyono (2018: 130) states that population is a general area consisting of subjects or objects that have certain qualities and attributes that have been determined by the researcher to be studied and then make conclusions. The population of this study is the XI grade students of SMA Swasta Nusantara Tigalingga in the 2024-2025 school year, which includes classes XI IPA 1, XI IPA 2, XI IPA 3, XI IPS 1, XI IPS 2 consisting of five classes with a total of 130 students.

#### **3.2.2 Sample**

Sugiyono (2017: 81) states that the sample is part of the population as a source of research data, and the population is calculated as part of the number of characteristics possessed by the population. In other words, the sample is part of the population taken for research. The researcher choose purposive sampling



technique because the sampling technique is a sampling technique by selecting samples according to the researcher's knowledge based on research objectives or problems. The reason the researcher choose a purposive sampling sample was because the researcher assumed that the sample was in accordance with the research and could provide the information needed. The sample of this study consisted of 19 students of class XI IPS 1 and 19 students of class XI IPS 2 SMA Swasta Nusantara Tigalingga, consisting of 22 male students and 14 female students. This study was conducted to represent all XI grade students of SMA Swasta Nusantara Tigalingga in the 2024/2025 academic year.

### **3.3 Instrument of Collecting Data**

In this section, the instrument of collecting data used test. The test is consisting of pre-test, treatment and post-test. The pre-test will be given to the students in the experimental and control class to know the students' reading achievement. Before giving post-test to the students, the researcher give the treatment based on the activities in Wordwall Media. The treatment will be given only to the students in the experimental class to find out the effect of using Wordwall Media into students reading achievement. Then, the post test will be given after conducting eight meetings in both experimental class and control class. The number of tests given to the control class and experimental class is 10 multiple choice questions in the pre-test and 10 multiple choice questions in the post-test.

### **3.4 Technique of Collecting Data**

To collect data on the results of this study, there will be several steps that can be taken by researcher, namely Pre-test, treatment, and Post-test.

#### **1. Pre-Test**

A Pre-test was conducted before using wordwall media, to determine students' initial abilities.

#### **2. Treatment**

The treatment was given only to students in the experimental class to find out the effect of using Wordwall Media Into students' reading achievement.

#### **3. Post- Test**

A post-test was conducted after using wordwall media, to find out whether students' reading abilities have improved. The results of both tests were compared to find out how effective the use of wordwall media.

### **3.5 The Validity and Reliability of Test**

#### **3.5.1 The Validity of Test**

Validity is a measure that measures the validity of an instrument. Content validity will used by researchers in this study to determine the validity of the test. An instrument can be said to be valid if the measurement of the instrument is in accordance with the object, said Arikunto (2010: 211). According to Creswell (2008:172), content validity is defined as the extent to which the questions in the instrument and the extent to which these questions can be asked by a researcher about content or skills. The researcher confirmed to the supervisor and co-



1	1	0	0	0	1	1	0	0	0	4	8
0	1	1	0	0	0	0	0	0	0	2	4
0	1	0	1	0	0	0	1	0	0	3	6
1	1	0	1	0	1	1	0	1	0	6	36
1	0	1	1	0	1	0	1	0	0	5	25
1	1	0	1	0	1	0	0	1	0	5	25
1	0	0	0	1	0	0	0	0	0	2	4
0	0	1	0	0	1	0	0	1	0	3	9
1	0	0	0	0	0	0	1	0	1	3	9
0	0	0	1	1	0	0	0	0	0	2	4
1	1	0	0	1	0	1	0	1	0	5	25
1	0	0	1	0	0	0	0	0	0	2	4
1	1	0	1	1	1	0	0	0	1	6	36
10	9	7	8	6	7	3	4	4	2	60	225

The validity criteria are the results of the calculation  $r_{pbis}$  ( $r_{calc}$ ) is consulted with the product moment table price if  $r_{observed} > r_{table}$  then the question item is valid, Sugiyono (2009: 134) states that items that have a positive correlation with the criterion (total score), and a positive correlation with the criterion (total score) with the criterion (total score), and a high correlation indicates that the item has high validity as well, it is usually considered the minimum requirement to qualify for validity if  $r_{observed} \geq 0.3$ . Furthermore, to

determine the level of validity of the items, according to Arikunto (2010: 276), the value of the  $r_{\text{observed}}$  interpretation table is interpreted as follows.

### 3.5.2 The Reliability of Test

Reliability is the extent to which a test is consistent in its scores, and given an indication of how accurate the test scores are. To test the reliability of the instrument, the researcher will use to test the reliability of the instrument, researcher also will use the Spearman Brown formula "two-split technique". Researcher will be accumulated odd item scores (X) as the first hemisphere and even item scores (Y) as the first hemisphere. Even item scores (Y) as the second hemisphere. To measure the coefficient of reliability coefficient between the first and second hemisphere scores ( $r_{xy}$ ).

The formula for determining correlation based on Arikunto (2010: 170) is

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i^2}{S_t^2} \right)$$

Where :

$r_{11}$  = Reliability coefficient

$\sum S_i$  = Number of score variants for each item

$S_t$  = Varians total

$k$  = Number of items

**Table 3.5.2 Classification of Reliability**

0,0 -0,20	The reliability is very low
0,21-0,40	The reliability is low
0,41-0,60	The reliability is fair
0,61-0,80	The reliability is high
0,80-above	The reliability is very high

### 3.6. Technique of Analyzing Data

The data collection process was carried out during the research. It aims to ascertain whether students can improve the achievement of reading legendary stories, the formula below is used in the research. The steps are as follows.

1. Determine mean of  $X_1$  with the formula (Experimental Group) :

$$M_1 = \frac{\sum X_1}{N_1}$$

Where :

$M_1$  : mean of pre-test and post-test

$\sum X_1$  : the score of pre-test and post-test

$N_1$  : number of students

2. Determine mean of  $X_2$  with the formula (Control Group) :

$$M_2 = \frac{\sum X_2}{N_2}$$

Where :

$M_2$  : mean of pre-test and post-test

$\sum X_2$  : the score of pre-test and post-test

$N_2$  : number of students

3. Determine deviation score  $X_1$  (Experimental Group)

$$A_1 = B_2 - B_1$$

4. Determine deviation score  $X_2$  (Control Group)

$$A_2 = B_1 - B_2$$

5. After collecting data from the pre-test and post-test, researchers used the statistical calculation of the t-test formula with a significance level to evaluate the data. The following is the formula:

$$t = \frac{Mx_2 - My_2}{\sqrt{\left( \frac{Dx^2 - dy^2}{(Nx + Ny) - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where :

t : Significant value (t-test)

Mx: the mean value of the experimental group

My: the mean score of control group

Dx: standard deviation of experimental group

Dy: standard deviation of control group

Nx: total number of experimental group

Ny: total number of control group

