

CHAPTER I

INTRODUCTION

This chapter aimed to introduce the background, research questions, research purposes, research significances, research scope, conceptual framework, and previous study of this research.

A. Background

In learning English, reading skills are one aspect of language skills students must master. Reading is reconstructing ideas and information in a text initiated by the author. According to Suwarso and Praseno (2022) reading is the process of understanding information found in written or printed texts. Reading help students to achieve their academic goals. Reading can expand students' knowledge and sharpen their thinking skills because reading is a cognitive process. Dalman (2014) stated that reading is a cognitive process of extracting information from written sources. In addition, reading help students possess an extensive vocabulary. Pradini and Adnyayanti (2022) stated that students with vocabulary mastery will have excellent language skills and be more expressive in expressing their ideas, opinions, and emotions. However, many Indonesian EFL students have low reading skills.

There is previous studies explain why Indonesian EFL students have low reading skills. The previous research was conducted by Sampe, Koro, and Tunliu (2023) titled *“Faktor-faktor yang mempengaruhi rendahnya kemampuan membaca pemahaman pada siswa kelas V SD Negeri Sakteo Kecamatan Mollo Tengah Kabupaten TTS.”* The researchers intend to analyze the factors that cause students' to have low reading skill. The results of the study showed two factors, namely internal factors and external factors. The internal factors that cause this are the lack of student dedication in learning and the lack of interest in reading. External factors include the school and family environment, including a low reading culture, limited books/reading materials, lack of teacher and family support and roles. Additionally, drawing from the researcher's English teaching experienced at SMPN 8 Bandung, students' low reading skills are caused by the lack of learning media that supports excellent reading skills.

To overcome the problems above, teachers can use learning media to improve their student's reading skills. Halimah (2023) stated that learning media is a tool teachers used to convey information related to learning to students. Pulungan (2021) state that learning media is a learning aid that stimulates students' thoughts, feelings, attention, skills to encourage learning. It helps the teaching and learning process more attractive, effective, and efficient (Novela *et al.*, 2022). In addition, the integration of digital learning media effectively boosts students' reading skills and interest (Zahroh and Koher, 2022).

Therefore, this research aimed to know the effect of Wordwall as a learning media to improve students' reading skills. Prapelia and Fadhilawati (2024) stated that Wordwall is a digital platform that offers an interactive and alternative approach to teaching reading. It offers online educational games that improve reading skills with easy acces. Rahmawati and Wijayanti (2022) stated that Wordwall is a technology-based learning media that facilitates the development of students' reading skills. This learning media can record students' grades, thus helping teachers monitor the progress of students' competencies.

Furthermore, Zahrah *et al.* (2023) Wordwall is a digital learning media that facilitates learning listening, speaking, reading, and writing skills with various educational game elements. Umar *et al.* (2023) stated that Wordwall can create exciting learning media like quizzes, matching, pairing, anagrams, word unscrambling, word searches, and grouping. The variety of exciting and colorful learning activities provided on Wordwall motivates students to learn English, especially in reading (Saputra *et al.*, 2023). Rahmat *et al.* (2024) stated that Wordwall helps students actively participate in recognizing, remembering, and understanding new vocabulary.

The previous studies above investigated students' perceptions of using Wordwall as an online assessment tool and examined how Wordwall improves vocabulary, literacy skills and stimulating reading skills. Previous research concluded that Wordwall as a learning media helps students develop various skills in learning and understanding English. It also motivates students to be more active in participating in learning activities. However, this present research will be different from the

previous studies. This research focused on determining the effects of using Wordwall as a learning media in improving eighth-grade students reading skills.

B. Research Questions

From the background explanation, the interest in the research as followed.

1. What is the student's reading skills before using Wordwall?
2. What is the student's reading skills after using Wordwall?
3. How significant is the student's reading skills improvement before and after using Wordwall?

C. Research Purposes

The following purposes of this research relate to the questions raised above.

1. To find out students' reading skills before using Wordwall.
2. To find out students' reading skills after using Wordwall.
3. To find out the significant improvement of the student's reading skills before and after using Wordwall.

D. Research Significances

The results of this research have two benefits.

1. Theoretically, it is hoped that the result of this research can increase knowledge and experience in analyzing problems in the field of education, as well as to know the effect of Wordwall as a learning media to improve students' reading skills.
2. Practically, teachers can use Wordwall as learning media to improve students' reading skills. The research also hopes that using Wordwall as a learning media can motivate students to improve their reading skills.

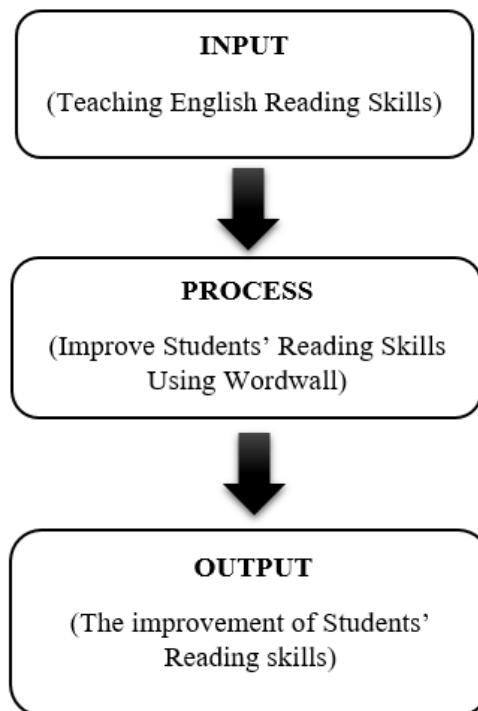
E. Research Scope

This research aimed to know the effect of Wordwall as a learning media to improve students' reading skills. The subject, object, and research site for this research are all included in its scope. First, the subject are eighth-grade students. Second, this research examined the improvement of eighth-grade students' reading skills using recount text as material and Wordwall as learning media. Third, this research was carried out at SMPN 8 Bandung, Indonesia.

F. Conceptual Framework

The improvement of students' reading skills using Wordwall as a learning media was the focus of this research. The constructivist and behaviorist learning theories were used to support this present research; the conceptual framework as followed

Figure 1. 1 Conceptual Framework



Reading is one skill needed to learn the English language. In Harmer's (1998) view, reading presents opportunities to analyze language elements, including vocabulary, grammar, punctuation, and the structure of sentences, paragraphs, and texts. Reading included two essential processes: reading comprehension and word recognition. Putri *et al.* (2019) stated that reading provides views and knowledge from various types of media, both print and digital media. According to Küçükoğlu (2013), reading is a difficult skill to teach. Therefore, teachers can use learning media to teach reading skills effectively.

Learning media is a learning tool that allows teachers to convey material efficiently and effectively. Kandia *et al.* (2023) state that learning media helps students develop their critical thinking skills as an educational resource. It can help students meet their learning objectives by piqueing their interest in, thoughts about,

and feelings toward educational activities (Andriani, 2022). Puspitarini and Hanif (2019) state that learning media can be physical or non-physical tools. Technology-based learning media, such as mobile applications, educational games, learning videos, and e-learning, help students become more motivated and involved in learning activities (Suyuti *et al.*, 2023).

There are several technology-based learning media teachers can use to improve their students' reading skills, and Wordwall is one of them. Swari (2023) stated that Wordwall is an interactive learning media platform that helps students improve their writing, reading, and speaking skills. Wordwall can be integrated by educators into a variety of learning resources, such as word searches, matching, quizzes, anagrams, and random words (Anwar, 2023). Ulandari, Kesumawati, and Nurhasana (2020) stated that the educational game media provided on Wordwall increases student motivation and learning outcomes.

Moreover, wordwall helps student's master language, grammar, and communication skills with educational games that can be repeated repeatedly, reinforcing their understanding (Anggrainy, 2024). In constructivist learning theory, Vygotsky (1978, as cited in Anggrainy, 2024) stated that learning occurs when students actively participate in learning and construct their knowledge. In addition, Wordwall helps teachers provide direct feedback to students about mistakes made (Nababan et al., 2024). This can encourage students to improve their reading skills. In behaviorist learning theory, Anam and Dwiyoogo (2019) stated that learning is a behavior change resulting from the interaction between stimulus and response.

In short, this conceptual framework describes a theory to support this present research. This framework was as a guide in conducting research on using Wordwall as a learning media to improved students' reading skills at SMPN 8 Bandung.

G. Hypothesis

The purpose of the hypothesis test is to determine how well Wordwall works as a learning media to help students become more proficient readers. The use of Wordwall is the "x" variable in this research, and the reading skills of the students is the "Y" variable. The following is how the research hypothesis is formulated:

- a. H₀: Students' reading skills do not improve significantly due to using Wordwall.
- b. H_a: Students' reading skills improve significantly thanks to Wordwall.

H. Previous Studies

This research examined how Wordwall works as a learning media to help students become better readers. Several previous studies conducted in Indonesia, as follows:

The first previous studies was conducted by Swari (2023); The purpose of this research is to better understand Wordwall's qualities and advantages as a teaching tool to pique students' interest in reading. This research used George's (2008) library research to conduct a conceptual analysis of the Wordwall platform's definition, features, application, advantages, and disadvantages. A number of research techniques, including perusing and scanning for pertinent information pertaining to research questions, are used to collect the research data. According to the research findings, Wordwall's assortment of educational resources boosts students' enthusiasm for reading and helps them become better readers. It can also track student learning progress and help teachers create fun learning.

The second previous studies was conducted by Rahmawati and Wijayanti (2022); the purpose of this research was to determine how to improve reading comprehension skills through the use of Wordwall and Joyful Learning planning. A library study approach is used in this research to gather research data, which includes reading books, papers, notes, and reports. The results of the research demonstrated that the Wordwall platform can be a useful learning tool for pupils to improve their reading comprehension. Teachers can monitor student progress with the help of grade recording in the Wordwall application.

The third previous was conducted by Sugiarti (2021) the research attempts to enhance beginning readers' syllable-based reading comprehension through the use of the educational Wordwall game. The researcher used classroom action research (PTK) with three cycles in this research. Sixteen primary students were used as research participants. The result of the research showed that primary reading skills increased with the syllable method using the Wordwall educational game.

In conclusion, this research had certain similarities with one of the previous studies above. This research used Wordwall as a learning media to improve students' reading skills. However, the research design, learning materials, and participants of this research will differ from one of the previous studies. The previous studies used the classroom action research (PTK), primary students, and the Syllable method as research design, and participants. Meanwhile, in this present research, recount text and Wordwall as learning media were used to improve students' reading skills. The West Java region and the eighth-grade students at SMPN 8 Bandung were chosen as research locations and participants.

