

ABSTRACT

Hely Fadhilah (2026): THE EFFECT OF USING WAYGROUND AS INTERACTIVE MEDIA ON SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION OF ARGUMENTATIVE TEXTS: A PRE-EXPERIMENTAL STUDY

This research was based on senior high school students' difficulties in reading comprehension of argumentative texts, particularly in identifying main ideas, understanding supporting details, interpreting vocabulary in context, making inferences, and evaluating arguments. This study examined the use of Wayground as interactive media to improve students' reading comprehension of argumentative texts and investigated the difference in students' reading comprehension before and after its use.

This study employed a quantitative method with a pre-experimental design using a one-group pre-test and post-test design. The population consisted of 30 eleventh-grade students at SMA Al-Ihsan Cimencrang, with 20 students from Class XI-Akhwat selected as the sample through purposive sampling. Data were collected through pre-test and post-test reading comprehension tests consisting of multiple-choice and short-answer questions. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, a paired-samples t-test, and N-Gain analysis.

The findings showed that the mean score increased from 58.80 in the pre-test to 76.00 in the post-test, with an improvement of 17.20 points. The paired-samples t-test indicated a significance value (Sig. 2-tailed) lower than 0.05, showing a statistically significant difference between the pre-test and post-test scores. The mean N-Gain score was 0.3983, categorized as moderate. Therefore, the use of Wayground was associated with an improvement in students' reading comprehension of argumentative texts and can serve as a supporting interactive medium in reading instruction.

Keywords: Wayground, Interactive Media, Reading Comprehension, Argumentative Texts.