



## Wordwall in Improving Student's Reading Skill in X Grade at Kartikatama Metro High School

Arief Hadziq Fikri<sup>1</sup>, Aqlin Naila Rosydatul Mufidah<sup>2</sup>

<sup>1,2</sup>Universitas Nurul Huda

<sup>1</sup>[ariefhf@unuha.ac.id](mailto:ariefhf@unuha.ac.id), <sup>2</sup>[akir4699@gmail.com](mailto:akir4699@gmail.com)

### Abstract

This article aims to provide a further understanding of the utilization and influence obtained from web-based online games using Wordwall media which is considered the influence in improving the reading ability of grade X students at SMAN Kartikatama Metro. Qualitative descriptive is an analysis involves the processing of survey data that assesses the relationship between the use of Wordwall and student ability which is a factor in student reading comprehension learning outcomes. The subject of this research is from class X students at Kartikatama Metro High School which amounted to 20 students. Data were obtained from multiple-choice questions pre-test and post-test. The analysis used in this study is descriptive statistics. The study results show that the average pre-test scores of class X students are 63.50, while the average score of the post-test is 81. The percentage of pre-test results shows that around 95% are included in the fewer categories and 1% is in the sufficient category. The percentage of post-test results showed an increase of 25% in the good category and 15% in the very good category. There are 50% of the total students who have improved their reading ability. The conclusion of this research is that there is a positive influence by using online game Wordwall on the reading ability of grade X students at Karkatama Metro High School.

Keywords: Reading ability, online game, Wordwall.

### INTRODUCTION

In today's digital era, it is certainly an important factor to support the development of student learning to be better so that it can improve the ability to think critically, creatively and innovatively (Pambudi et al., 2019). English language learning in education has become a compulsory subject that every student must follow, but in its development many students dislike English lessons. This is still a problem issue that is often discussed and researched for efforts to improve good English skills in students, especially at the high school level. There are four common skills in English that must be mastered by students which is listening skill, speaking skill, reading and writing skills (Shahidan et al., 2024). Reading is a large part of the learning process (Fikri, Sintania, et al., 2025).

Reading ability is one of the basic skills that are important in everyday life. Reading is an activity that involves the pronunciation of words as well as the comprehension of words from printed materials (Fikri, Riqkiyahi, et al., 2025). This ability is not only about understanding text but also includes the skills of analysing, evaluating and interpreting information presented in writing (Putri & Widajati, 2017). In the context of education and self-development, good reading skills enable a person to understand various concepts, broaden understanding and improve critical thinking skills. Visual literacy can enhance reading comprehension, particularly in the setting of classroom instruction (Fikri et al., 2024).

In the independent curriculum, students and teachers are free to learn English using the utilization of ICT-based learning media and E-learning media to support effective and efficient learning (Pambudi et al., 2019). Some schools have legalized their students to use electronic device like Smartphone which are used as infrastructure for learning English. However, in practice, many students use their Smartphone to play and switch to social media even during learning. So that it causes a decrease in the level of students' English skills, especially in reading skills.

The challenges faced by teachers in improving students' reading skills often arise due to learning methods that do not attract students' interest in learning to read writing. Many students tend to get bored with the traditional methods used by teachers so that students often feel bored when learning English in class, especially for reading material (Abidin et al., 2024). However, it is necessary to have an interactive and an innovative approach to overcome the problems faced by teachers in teaching reading material to grade 10 students at SMA Kartikatama Metro, one method that can be used as an alternative to interactive learning that can improve students' reading skills use online game based media in learning (Jamalulail et al., 2022).

The use of games now is more popular as an interactive learning media in class, not only as a form of entertainment and motivation, the use of game based online learning is also developed to hone and improve students' understanding skills related to the material taught in class (Adeoye, 2023). From various types of web-based online games, the author chose a web-based game, namely Wordwall.

Wordwall is one of the media designed to assist in the learning and teaching process that students need in learning words and phrases in class (Azza et al., 2023). This game offers various game features such as dialog, characters, instructions that are packaged in the form of virtual and traditional games so that it can attract students to learn using the Wordwall game. The Wordwall game provides questions and quiz-like questions related to everyday situations so as to encourage players to read, understand and make decisions based on the information contained in the game (Sitompul et al., 2024). The researcher selected the Wordwall as a media based on teaching and learning English in light of aforementioned issue. The online game Wordwall is a straight forward and user-friendly medium which means easy to use and inexpensive yet efficient that student can use for free. It's works well for school with a media available for English instruction. The teacher doesn't have spent a lot of time or fees to creating this media. Wordwall provide various template based on games in daily life even virtual games related to reading process for students and helps students to develop their reading ability (Tamba et al., 2022).

According to (Sadyva et al., 2024) In her research entitled *The use of Web-Based Vocabulary Games to Improve Junior High School Student's Vocabulary Mastery in Reading*, he said that using Wordwall games is more effective in improving students' reading skills compared to traditional methods. The game method helps students remember vocabulary faster and helps students understand the meaning of words compared to using textbooks. The research shows that there is an increase in students' reading ability in understanding the meaning of words, word pronunciation and the proper use of words. The research conducted by (Sibghatullah Mujadidi et al., 2023) entitled *Games in English Language Teaching Using the Genially Platform* published in the *Journal of English education and literature* volume 3 number 3 for the December 2023 period. In addition to attracting and enhancing of education through English Language Teaching (ELT) this study's objective is to determine how students perceive the influence of the teaching and learning process utilizing the games technique using the genially platform. This study employed the descriptive qualitative research methodology. According to the findings, participants responded favourably to the game-based approach to learning English. In additional to proving educators and students with an assessment of the use of learning media utilizing the English game approach, this research is anticipated to be innovation and inspiration in using media digital.

(Zaharani, 2022) In her research that examines the effectiveness of creating online game media in the title of his research, namely *The Effect of Wordwall Method on Students' Writing Ability* by using a qualitative descriptive method, the goal of this research id to determine whether the well approach may help students become better in writing skill. The study findings provide an explanation for the notable shifts in students improving writing skill. The conclusion of this study is that the implementation of the Wordwall method can change students' ability to write to be more positive with significant benefits. Other research conducted by (Az Zahrah & Anwar, 2023) In his research entitled *The Effect Using Wordwall game Application To Improve Student's Vocabulary In Chumchon Ban Phanokkhao School* said that the Wordwall application bias improves students' ability to master vocabulary in learning English.

Previous research provides an overview of the influence caused by the use of Wordwall online game media can provide a good change in students' abilities. Researchers mostly examined what is the effect of using the Wordwall in students reading ability and vocabulary improvement. In this study, the researcher wanted to examine whether the influence of the online game Wordwall had on the reading ability of grade X students at Kartkatama Metro High School. This study is the latest research on students' reading ability for researchers and

is also the first web-based method that can help teachers improve the English language skills of grade X students of Kartikatama Metro High School.

## METHODOLOGY

The method used is a quantitative descriptive analysis. Qualitative descriptive analysis is an activity carried out to collect data in the form of numbers obtained from facts in the field (Adolph, 2016). Qualitative descriptive is a research approach that involves a series of activities to collect, analyze, and interpret data that is natural or as it is according to real conditions that occur in the field whose goal is to describe a certain phenomenon or situation in depth and detail without manipulating the variables being studied (Lestari et al., 2022). This method was chosen because it was appropriate to analyze whether there was an influence caused by the use of Wordwall media on students' reading ability. Research The subject of the study is class X in the upper school of Kartikatama Metro with a student population of 20 students. This research lasted for three meetings, the first meeting held for pre-test session to find out the students' starting aptitude, then the second meeting was to give Wordwall game treats to students. In the last meeting which is the post-test session to find out the final score of the student after the treatment.

## RESULTS AND DISCUSSIONS

In this study, three meetings were held the first meeting was related to finding out the initial ability to read. At the first meeting, students will be given food material learning on the theme of sport and healthy food. At this meeting, the teacher discussed the procedural text, the teacher explained. Then students were given pre-test questions through Google form, there were 20 multiple-choice questions. Here is a graph that shows the results of the student pre-test.

Table 1. Students' reading ability before treatment.

Value interval	Total	Percentage	Criteria
60-70	19	95%	Less
71-80	1	5%	Enough
81-90	0	0	Good
91-100	0	0	Excellent

The table above is data taken from the pre-test results of 20 students at the first meeting so that it can be seen that there are 95% included in the lack group with a total of 19 students who meet the pre-test acquisition score of 60-70 points. Then there are 5% who are classified as sufficient with a total of 1 student who meets the 81 – 90 point thresholds. As for the good category with a score of 81-90 and very good with a score of 91-100, none of the students met these criteria, in other words, the students' reading comprehension ability was relatively low.

Table 2. Descriptive statistics of pre-test results.

Descriptive statistics	Pre-test statistical value
Sample	20
Mean	63,50
Median	60
Modus	60
Range	30
Standard Deviation	6,71
Minimum	50
Maximum	80

The results of the pre-test showed that the minimum score is 50 and the maximum score is 80. The range is the difference between the maximum value and the minimum value of 30. The average at the time of the pre-test is 63.50 and the mode value is 60. Then the standard deviation value which is the average value after calculation is 6.71.

The next table analysis is related to the indigo after the post-test on students' reading comprehension ability in English after applying the treatment with the method using the Wordwall game. According on the results of the student's post-test, a list of frequency distribution with the category of post-test results percentage was obtained. The following is a table of frequency distribution of student post-test scores:

Table 3. Students' reading ability after treatment.

Value interval	Total	Percentage	Criteria
60-70	3	15%	Less
71-80	9	45%	Enough
81-90	5	25%	Good
91-100	3	15%	Excellent

Based on the table, it is known that most students have experienced significant changes in numerical values, it can be seen that this change shows an improvement in students' reading ability. There were 15% showing an increase with a vulnerable score of 91-100 that met the criteria very well with a total of 3 students. There are 45% showing an increase with a vulnerable age of 71-80 meeting the criteria with the highest number of 9 students. There are 25% showing an increase with a vulnerable score of 81-90 which meets the criteria well with a total of 5 students. There are 15% who meet the criteria less with a vulnerable score of 60-70 with a total of 3 students.

Overall, there are 50% of students who meet the criteria of good and very good. This can be interpreted as bringing students to experience a significant increase from initially none of them were included in the good and very good criteria, which is 0 students, now it has changed to 8 students. This indicates that the treatment provided during the learning process has high effectiveness in improving students' reading comprehension skills.

The following table is a descriptive statistical table that describes students' reading comprehension skills:

Table 4. Descriptive statistics of post-test results.

Descriptive statistics	Post-test statistical value
Sample	20
Mean	81
Median	80
Modus	80
Range	40
Standard Deviation	12.93709
Minimum	60
Maximum	100

From the table above, the table shows that students' reading ability has an average post-test score of 81 and a median score of 80. The maximum value is 100 and the minimum value is 60 with a vulnerable value of 40. Meanwhile, the standard deviation which is the average value after the calculation process is 12.93709. The mode value obtained after the post-test shows that the score is included in a relatively high category which is 80.

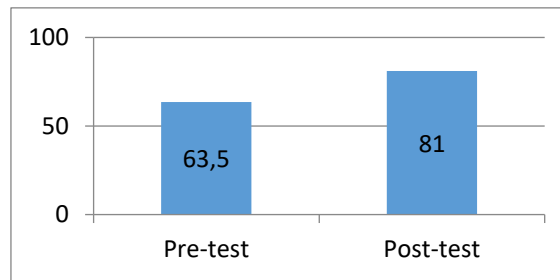


Figure 1. Diagram of the average from results of the pre-test and post-test.

We can see from the bar chart above that the average pre-test is 63.5 while the average post-test result is 81. This fact can be interpreted as an average increase after using Wordwall online game media in improving the reading ability of grade X students at the school above Kartikatama Metro. This proves that the online game media Wordwall has a great influence in improving students' reading skills.

Judging from the students' responses when using the Wordwall game media, students began to see an increase in their interest in reading. This can be interpreted as an increase in student motivation factors when playing Wordwall games. The influence of learning motivation is very important to support students' ability to read. Students tend to be active when reading vocabulary and sentences contained in the wall game, so the students is able to understand and remembering the words they have read. The online games Wordwall has a positive influence on improving students' reading skills in learning English so that there is a change in students' academic grades for the better and provides teachers with an understanding of the extent of students' ability to understand learning English.

## CONCLUSION

The conclusion from the results and discussion of the research about the influence of using media online games Wordwall in improving the reading ability of grade X students at Kartikatama Metro high school, it can be concluded that at the first meeting it can be analyzed that the students' reading ability is in the low category. After being given learning through the Wordwall game, the results obtained showed an increase in reading ability compared to the first meeting. This shows that the Wordwall game has a positive influence that biased to improve the reading ability of grade X students at Kartikatama Metro high school. The game method is actually biased to improve student learning outcomes; the author hopes that teachers and schools will continue to innovate using digital learning methods to support students' ability to learn. The disadvantage of this study is that the author has not identified the obstacles or negative influences that may arise from the use of online games. From this study, the author hopes that this scientific paper can be used as a reference and can be redeveloped by other researchers. The researcher thanked the school and English teachers at Kartikatama Metro High School for allowing the researcher to conduct research on his students. The researcher hoped that this research can be as reference for other researchers and provide benefits and information that can add to general knowledge about the use of online game-based learning media.

## REFERENCE

- Abidin, M. Z., Kesehatan, P., & Malang, P. K. (2024). *PENGEMBANGAN APLIKASI ONLINE BERBASIS GAMIFIKASI UNTUK MENINGKATKAN KOMPETENSI BAHASA INGGRIS LISTENING DAN*. 14, 7–10.
- Adeoye, M. A. (2023). Influence of Gamification Elements on Students' Academic Performance. *Indonesian Journal of Teaching in Science*, 3(2), 105–112. <https://doi.org/10.17509/ijotis.v3i2.59581>
- Adolph, R. (2016). *Improve ESL Learners' Grammar with Gamified-Learning*. 5, 1–23.
- Az Zahrah, R. amalia, & Anwar, K. (2023). The Effect Using Wordwall Game Applications To Improve Student's Vocabulary In Chumchon Ban Phanokkhao School. *DIDAKTIKA: Jurnal Pemikiran Pendidikan*, 29(1), 18. <https://doi.org/10.30587/didaktika.v29i1.5246>
- Azza, B. D., Ulfah, M., Hayat, M. S., & Rahayu, S. (2023). Analisis Penggunaan Game Edukasi Wordwall Terhadap Minat Belajar Siswa Kelas XI Materi Ruminansia. *Jurnal Sains Dan Teknologi*, 6(2), 300–307.

- Fikri, A. H., Lestari, L. P., & Zulaikah. (2024). The The Influence Of Visual Literacy In Improving Reading Comprehension Of Grade 8 Students At SMPN 01 Buay Madang: The Influence Of Visual Literacy In Improving Reading Comprehension Of Grade 8 Students At SMPN 01 Buay Madang. *ENJEL: English Journal of Education and Literature*, 3(2), 204–208. <https://doi.org/10.30599/enjel.v3i2.1104>
- Fikri, A. H., Riqkiyahi, D. F., & Zulaikah. (2025). Improving Students' Reading Quality Through the SQ4R Learning Method. *Channing: Journal of English Language Education and Literature*, 10(1), 30–40. <https://doi.org/10.30599/3mjqs43>
- Fikri, A. H., Sintania, S., & Andriani, D. (2025). The 4th International Conference on Sustainability in Technological, Environmental, Law, Management, Social and Economic Matters Proceeding Book. *InTraders Academic Platform*, 4(1), 22–25.
- Jamalulail, Q., Nisa, A. F., Yulia, Y., Domingo, M. J. A., & Yuniharto, B. S. (2022). Gamification as a form of innovation in Learning. *International Seminar: Commemorating the 100th Anniversary of Tamansiswa*, Hlm.297.
- Lestari, A., Fitriasia, A., & Ofianto. (2022). Metodologi Ilmu Pengetahuan Kuantitatif Dan Kualitatif Dalam Bentuk Implementasi. *Jurnal Pendidikan Dan Konseling*, 4, 2556–2560.
- Pambudi, I., Pradana, F., & Bachtiar, F. A. (2019). Pengembangan Sistem Pembelajaran Bahasa Inggris Menggunakan Pendekatan Gamifikasi. *Jurnal Pengembangan Teknologi Informasi Dan Ilmu Komputer*, 3(6), 5910–5916.
- Putri, A., & Widajati, W. (2017). Penerapan Media Gamifikasi Terhadap Kemampuan Membaca Permulaan Anak Autis Kelas Rendah Di Sekolah Luar Biasa. *Jurnal Pendidikan Khusus*, 1–12.
- Sadyva, A., Putri, A., & Akhriyah, S. (2024). *The Use of Web-Based Vocabulary Games to Improve Junior High School Students' Vocabulary Mastery in*. 10(3), 279–291.
- Shahidan, N., Faris, M., & Ariffin, K. (2024). THE BENEFITS OF GAMIFICATION IN ENGLISH LANGUAGE TEACHING AND LEARNING (Manfaat Penggunaan Gamifikasi dalam Pengajaran dan Pembelajaran Bahasa Inggris). *Malaysian Online Journal of Education*, 8(1), 115–124.
- Sibghatullah Mujadidi, Siti Suharsih, Putri Intan Oktapiani, Isyarah Khaeraini, Nur Addiena Kamila, & Nabila Mutiara Fajris. (2023). Gamifikasi dalam Pengajaran Bahasa Inggris dengan Menggunakan Platform Genially. *Jurnal Pendidikan Dan Sastra Inggris*, 3(3), 41–49. <https://doi.org/10.55606/jupensi.v3i3.2834>
- Sitompul, D. M., Sinurat, B., & Manalu, D. B. (2024). *The Effect of Wordwall Game on English Vocabulary Mastery of Grade Eight Students at SMP Tamansiswa Pematangsiantar*. 4, 1421–1429.
- Tamba, N., Ginting, Y. A., Stasya, A., & Sari, P. (2022). Improving Students' Vocabulary Mastery Through the Application of Word Wall Strategy To the Tenth Grade Students of Sma Gkpi Pamen Medan. *Kairos Elt Journal*, 6(1), 47–57.
- Zaharani, H. (2022). The Effect of Word Wall Method on Students' Writing Ability. *Journal MELT (Medium for English Language Teaching)*, 6(2), 107. <https://doi.org/10.22303/melt.6.2.2021.107-121>