

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading was an important process in learning to obtain information and ideas from meaningful written texts. According to Sugiarti (2021), reading ability was very important for continuing education at higher levels because the learning resources available to children mostly consisted of books, which required good reading skills. Sumantri stated that reading was an important part of absorbing knowledge and information conveyed through written language (Sugiarti, 2021). According to Dhillon et al. (2020), reading was a means to transfer information between writers and readers.

In teaching reading comprehension, teachers used three strategies: text comprehension, individual and group strategies, and question-answer relationship (QAR). According to Nurdianingsih (2021), These strategies were effective in teaching reading comprehension because they helped students understand the text and made it easier for them to grasp the content. Additionally, these strategies assisted students with reading difficulties. It was recommended that teachers use reading comprehension teaching approaches that were appropriate to their students' abilities and characteristics. One of the foundations of reading proficiency was reading comprehension. A person went through a wide range of intricate cognitive processes when reading a book. McNeil claimed that comprehension was logical from the text. Furthermore, reading comprehension was described as the process of gathering information from context and fusing disparate parts to produce a new

whole (Wibowo, et al. 2020). In terms of reading, most students had difficulty mastering a text, such as not knowing or understanding the meaning of each word they read. Sometimes, this problem occurred due to a lack of interest from students in the media used during learning. Therefore, students certainly needed new and interesting approaches so that they did not feel bored and remained interested in learning to read. Moreover, many difficulties were often experienced by each student when reading descriptive texts. Often, students felt lazy and gave up when reading English texts, and they also lacked confidence.

The reading literacy assessment set by the government was one of the benchmarks for measuring the quality of education in Indonesia. It was very important that questions related to reading literacy fell into the category of Higher Order Thinking Skills (HOTS). The use of HOTS questions to enhance students' thinking skills was crucial in addressing the challenges of the 21st century. This showed that teachers played a very important role in enhancing students' skills (Ain, 2021). Achieving HOTS requires a process and strong interaction among all parties involved in education to accomplish it. Therefore, it must be implemented carefully and meaningfully, starting from the curriculum, which is the foundation of educational activities (Fikri et al., 2021). Critical thinking skills had to be provided to students to meet the needs of 21st-century skills. As a result, HOTS became an important component in the development of high-quality human resources (Misrom et al., 2020). This includes creativity, problem-solving, transfer, and critical thinking.

The researcher found that many students still had low reading skills. Based on the results of the researcher's interview with one of the English teachers at SMA NEGERI 1 MORO, it was found that many students faced problems in reading, especially in reading comprehension, namely: (1) Students had difficulty understanding the main idea in the text they read. (2) Students had a limited vocabulary, so they did not understand the content and meaning of the texts they read. (3) Teachers rarely used media in their teaching. (4) Teachers had not yet used innovative evaluation tools, as they rarely used technology and still relied on printed media, namely paper.

The 21st century was generally considered the era of technology. At that time, technology played a significant role in people's lives and was applied in various fields, including education. A study showed that modern students preferred using technology and that its use affected their learning. This indicated that the integration of technology enhanced student interactivity and learning experiences. Technology made students more engaged and offered many interesting areas of exploration. Learning became easier, more convenient, and more effective. This meant that modern technology made learners' minds work faster and more enthusiastically. The world of education was significantly influenced by technological advancements, which transformed the way people learned. The main focus of educational and learning innovations during this period was on how teachers delivered material and utilized available tools. Teachers were required to provide a variety of media and strategies aligned with students' needs, interests, and learning objectives in order to engage them and enhance their ability to identify

main ideas. According to Yulfi & Aalayina (2021), Teaching methods were crucial to encouraging students to learn the language. One of the variations that a teacher could make was teaching students how to use the right technology in the learning process. This approach certainly increased interest, achievement, and created a new atmosphere in learning English. It also became a fun activity for students when implemented with the right strategy.

Interactive media were multimedia products and digital services on IT systems that responded to user actions by presenting audio, visual, or audiovisual content. Examples included social media platforms, online quizzes and surveys, various applications, and video games. Students showed interest in interactive learning on the Wordwall platform because it was easy to use and allowed them to create mini-games such as quizzes, photo matching, wheel of fortune, puzzles, and crosswords (Çil 2021) and (Safitri et al., 2022). In line with Cil and Safitri, Rahayu et al. (2024) it was stated that the Wordwall website for learning had the ability to make lessons more meaningful and easier for students to follow. There were many themes that could be tailored to students' learning styles, along with various creative features to make lessons more engaging. Thus, the Wordwall website could be used by students from lower grades to higher grades. A major advantage of the Wordwall application was that it offered many templates that could be easily customized by teachers or instructors. Additionally, the games designed by teachers or instructors could be printed in PDF format, making it easier for students who faced network issues. Compared to traditional teaching approaches such as lectures, discussions, and problem-solving—commonly used by teachers—

Wordwall media had a positive effect on students' reading comprehension skills. Therefore, it was concluded that Wordwall media helped students understand how to read.

The researcher found that Wordwall was an easy-to-use learning platform that could be used for teaching and assessing English courses. With the presence of interactive media, it motivated and entertained students, making them more interested in developing their skills. As was known, the improvement of education in Indonesia developed rapidly due to technological advancement. In response to this situation, the researcher utilized technology as a learning aid to enhance students' motivation in improving their reading comprehension through a web-based game called wordwall. Wordwall was a web-based application that served as a learning medium, offering variety in the delivery of material. With its interesting features, Wordwall enhanced students' creativity and increased their learning engagement. Based on the background above, the researcher was interested in conducting a study titled "Improving Students' Reading Comprehension Using Interactive Media Wordwall of 10th Grade Students at SMAN 1 MORO"

1.2 Identification of the Problem

Based on the background above, the researcher found several issues in English language learning, particularly in reading comprehension activities. The issues were as follows:

1. Students had difficulty understanding the main idea in the texts they read.
2. Students had a limited vocabulary, so they did not understand the content and meaning of the texts they read.
3. Teachers rarely used media in their teaching.
4. Teachers had not yet used innovative evaluation tools, as they rarely used technology and still relied on printed media, namely paper.

1.3 Limitation of the Problem

The researcher focused on the improving students reading comprehension using interactive media wordwall on narrative text of 10th grade students at SMAN 1 MORO.

1.4 Research Question

Based on the problem limitations above, the researcher formulated the research question as follows: "How to improve student reading comprehension using interactive media wordwall of 10th grade students on narrative texts at SMAN 1 MORO?"

1.5 The Purpose of The Reseach

Through the formulation of the problem above, the purpose of this research is to improve reading comprehension of 10th grade students on narrative texts at SMAN 1 MORO by using wordwall interactive media.

1.6 Significant of The Research

1.6.1 Teoritical Significant

This research was expected to contribute through the analysis of students' reading abilities using the interactive media Wordwall.

1.6.2 Practical Significant

This research was expected to provide benefits for teachers, students, and researchers as follows:

1. Teacher

This research could serve as a reference for teachers to achieve learning objectives more effectively and helped teachers overcome time constraints, especially English teachers. They could use Wordwall as a learning medium to help improve students' reading skills.

2. Student

With this research, students were able to improve their reading skills by using Wordwall media in their learning.

3. Researcher

The results of this research could serve as a guideline for developing further research.

1.7 Definition of Key Terms

To ensure that readers did not misinterpret and had a common understanding of several terms used in this research, the following definitions were provided:

1. **Reading**

Reading was an important process in learning to obtain information and ideas from meaningful written texts.

2. **Wordwall**

Wordwall was a web-based application that could be utilized as a learning medium, providing variety in the delivery of material.

3. **Narrative Text**

Narrative text was a story text that recounted events in a sequential and interconnected manner, with the aim of entertaining and engaging the reader.

4. **Interactive Media**

Interactive media was a technology-based intermediary tool that allowed users to actively interact with various media components, such as text, images, videos, audio, and graphics.

5. **Improving**

Improving was the process of making something better than before, whether it was related to skills, performance, systems, or processes.