

**EXPLORING WORDWALL AS A DIGITAL MEDIA FOR
READING COMPREHENSION IN VOCATIONAL HIGH
SCHOOL LEVEL**

A THESIS

Submitted to partial fulfillment of the Requirements for the Degree of

Sarjana Pendidikan in English Education



Anisa Dwi Utami

2521105

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI K.H. ABDURRAHMAN WAHID

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Assalamu'alaikum, Wr. Wb.

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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqosah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum, Wr. Wb.

Pekalongan, 1 Juli 2025

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MOTTO

يُسْرًا أَلْتَسِرَ مَعَ إِنَّ , يُسْرًا أَلْتَسِرَ مَعَ فَإِنَّ"

Maka sesungguhnya beserta kesulitan ada kemudahan.

Sesungguhnya beserta kesulitan ada kemudahan.

(Q.S Al : Insyirah 5-6)



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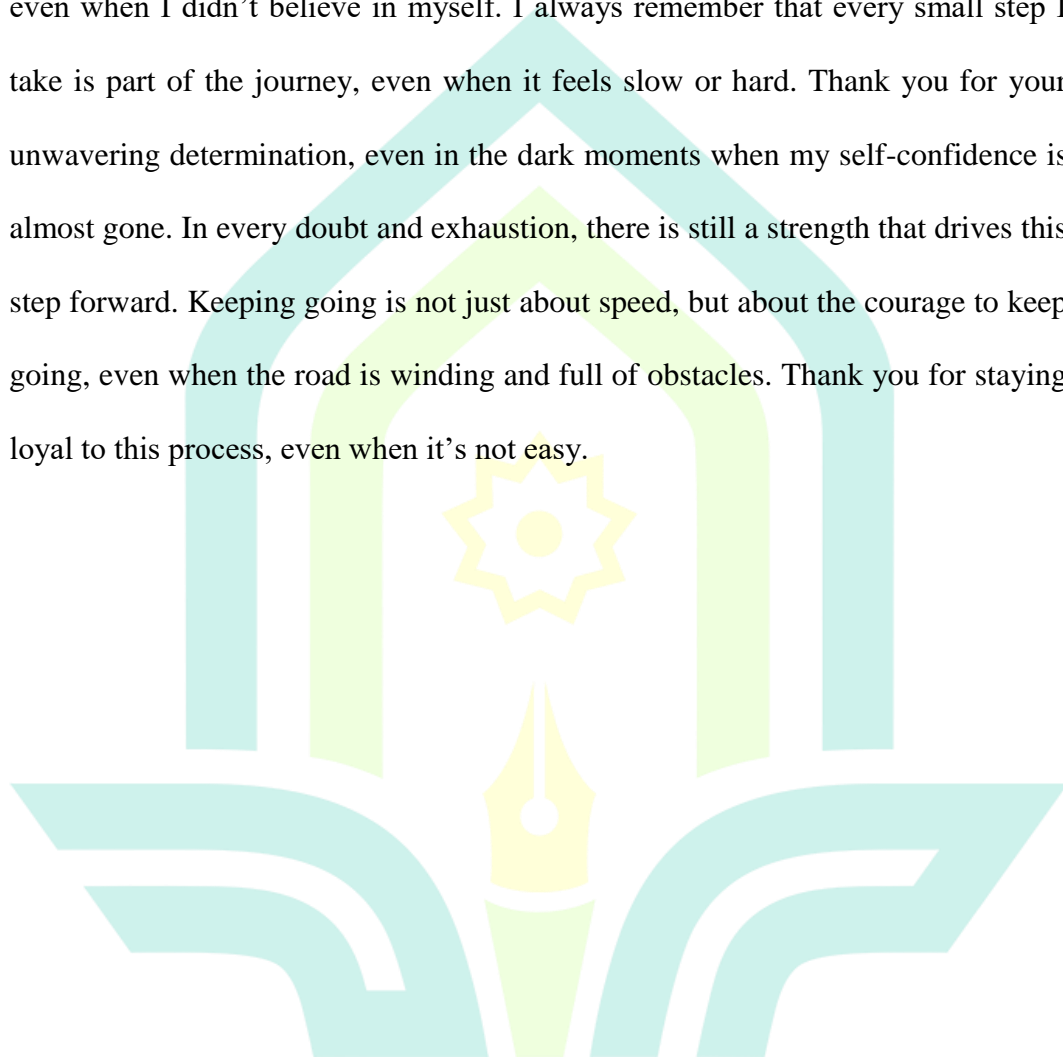
All Praise be to Allah SWT, the Most Gracious, the Most Merciful. Shalawat and greetings may always be given to the Prophet Muhammad SAW.

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ABSTRACT

In the digital era, teachers are required to integrate technology into the learning process to create an effective, interactive, and engaging learning environment for students. The use of digital media such as Wordwall is an innovative solution that supports reading comprehension, especially at the Vocational High School (SMK) level. This study aims to explore the use of Wordwall as a digital medium to support reading comprehension at the Vocational High School (SMK) level. Using a qualitative approach with a case study method, this study involved one English teacher and two eleventh-grade students at a vocational high school in Pekalongan. Data were collected through semi-structured interviews and analyzed thematically. The results showed that Wordwall was used by teacher to design various interactive activities, such as Quiz, Match Up, and Spin the Wheel, which not only trained students' literal comprehension but also encouraged critical thinking and active engagement in class. Wordwall was proven to be able to create a more lively and collaborative learning atmosphere. However, teachers also faced several challenges in its implementation, including limited internet connection, premium features that are not accessible in the free version, and students' tendency to cheat. This study concluded that Wordwall is a useful digital medium in supporting learning implementation and supporting reading comprehension. The results of this study have the potential to provide real contributions to the world of education, particularly English language learning in vocational schools, as well as serve as a guide for teachers in developing more innovative teaching methods through the use of digital technology.

Keywords: Wordwall, Digital Media, Reading Comprehension, Vocational High School, Learning Challenges

ABSTRAK

Di era digital guru dituntut untuk mampu mengintegrasikan teknologi dalam proses pembelajaran guna menciptakan suasana belajar yang efektif, interaktif, dan menarik bagi siswa. Penggunaan media digital seperti Wordwall menjadi salah satu solusi inovatif yang mendukung pemahaman membaca, terutama di tingkat Sekolah Menengah Kejuruan (SMK). Penelitian ini bertujuan untuk mengeksplorasi penggunaan Wordwall sebagai media digital untuk mendukung pemahaman membaca di tingkat Sekolah Menengah Kejuruan. Menggunakan pendekatan kualitatif dengan metode studi kasus, penelitian ini melibatkan satu guru Bahasa Inggris dan dua siswa kelas XI di salah satu SMK di Pekalongan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis secara tematik. Hasil penelitian menunjukkan bahwa Wordwall digunakan oleh guru untuk merancang berbagai aktivitas interaktif, seperti fitur Quiz, Match Up, dan Spin the Wheel, yang tidak hanya melatih pemahaman literal siswa tetapi juga mendorong berpikir kritis dan keterlibatan aktif dalam kelas. Wordwall terbukti mampu menciptakan suasana belajar yang lebih hidup dan kolaboratif. Namun demikian, guru juga menghadapi sejumlah tantangan dalam penerapannya, termasuk keterbatasan jaringan internet, fitur premium yang tidak dapat diakses pada versi gratis serta kecenderungan siswa mencontek. Penelitian ini menyimpulkan bahwa Wordwall merupakan media digital yang bermanfaat dalam mendukung pelaksanaan pembelajaran dan mendukung pemahaman membaca. Hasil penelitian ini berpotensi memberikan kontribusi nyata dalam dunia pendidikan, khususnya pembelajaran Bahasa Inggris di SMK, serta menjadi panduan bagi guru dalam mengembangkan metode pengajaran yang lebih inovatif melalui pemanfaatan teknologi digital.

Kata Kunci : Wordwall, Media Digital, Pemahaman Membaca, SMK, Tantangan Pembelajaran

PREFACE

Praise and gratitude we offer to the presence of Allah SWT, who has bestowed His grace and gifts and given me guidance, health, and patience so that the process of writing my thesis entitled "Exploring Wordwall as a Digital Media for Reading Comprehension in Vocational High School Level". This thesis is submitted to the English Language Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements to obtain a Bachelor of Education degree in the English Language Education Department, Faculty of English Education and Language Teaching, UIN K.H. Abdurrahman Wahid Pekalongan. This thesis can be realized thanks to the support of various parties. So on this occasion, I would like to express my deepest gratitude to:

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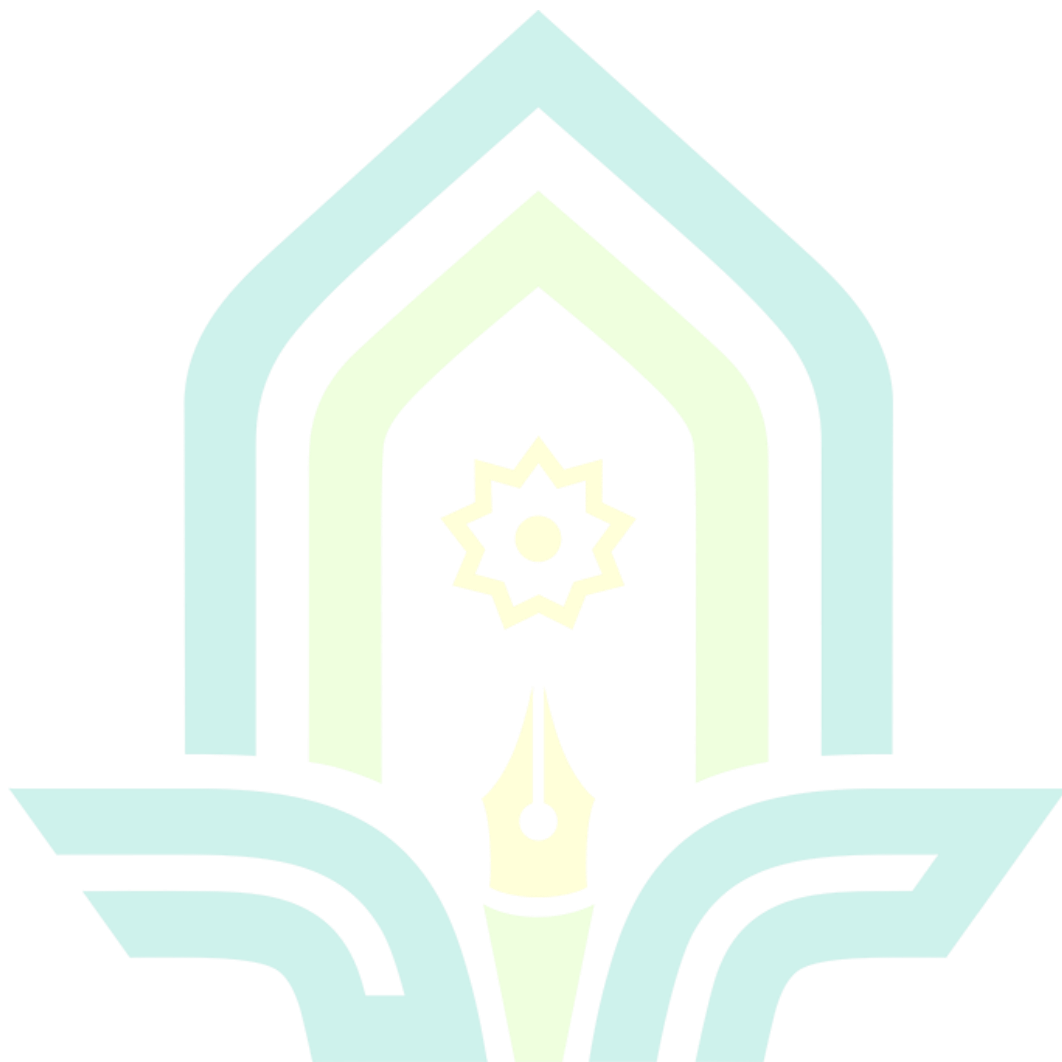


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CHAPTER I

INTRODUCTION

1.1 Background of Study

Teachers have an important role in creating an effective, interesting, and relevant learning process to needs of students. In the digital era like now, teachers are required to be able to adapt to technological developments to support the learning process in the classroom. Devices such as computers, smartphones, the internet, and digital platforms have changed the way teachers and students interact and access information. In the context of education, digital media acts as a communication tool as well as a means of supporting learning, both in delivering material and interactions between teachers and students. Digital media allows the delivery of learning materials to be more varied through text, images, video, audio, and other interactive elements that can be accessed through various electronic devices. Digital media includes all forms of software-based communication designed to support learning activities (Novera, 2019). The use of this learning media encourages active learning, knowledge construction, and student ability development. In addition, the use of digital media is also closely related to teachers' efforts to equip students with 21st-century skills, such as critical thinking, creativity, communication, and collaboration (Handayani, 2024).

To support this, teachers can utilize various digital media such as learning videos, infographics via Canva, interactive quizzes using Wordwall, Kahoot, or Quizizz, and platforms such as YouTube, TikTok, Instagram, Google Classroom, and Microsoft Teams. The use of digital media not only expands learning resources but also opens up opportunities to increase creativity and collaboration in the learning process (Fitria,2024). However, not all digital media are optimally

utilized to support the development of certain skills, such as reading comprehension skills, which are still a challenge for many students, especially at the vocational high school level.

One of the relatively new interactive learning platforms that educators increasingly use is Wordwall. Wordwall is a web-based application that provides various educational games and interactive quizzes, making it an interesting medium to support the teaching and learning process. This application not only functions as a learning resource and media for delivering material, but can also be used as a fun evaluation tool for students (Haq, 2021). The main advantage of Wordwall lies in its ease of use and the flexibility of the content that can be adjusted to the needs of the teaching material. Teachers can create activities such as matching, anagrams, and multiple-choice questions that are packaged in an attractive and interactive way. In addition, Wordwall provides a feature to monitor student development in general, so that teachers can evaluate students' understanding of the material that has been taught. This platform can be used to improve reading comprehension skills, especially for vocational high school students who tend to need a contextual and fun learning approach.

As the use of digital media in learning increases, Wordwall is now not only used as an evaluation tool but also maximized to support the development of skills in English learning, especially reading comprehension skills. In the context of teaching reading skills, teachers not only focus on reading texts, but also encourage students to understand the meaning, identify main ideas, find important details, and interpret information implied in the text. Wordwall not only tests students' literal understanding but also encourages them to think more critically in processing information contained in the text, such as identifying important details, inferring implied meanings, and understanding the author's intent. With these various features, Wordwall is the right platform to support the development of students' reading skills in more depth (Sari, 2021).

Based on an initial survey conducted at a vocational school in Pekalongan, it was found that there were English teacher who used Wordwall in the learning process, especially in teaching reading. According to Rahmawati (2021), the use of Wordwall in reading comprehension learning has a positive impact on students' learning process. Wordwall helps increase student engagement through interactive and fun activities, and makes it easier for teacher to deliver materials and integrate learning outcomes. This application is easy to access, offers various types of games that can be adjusted to learning needs, and is effective in supporting reading skills. Despite its limitations, such as limited features in the free version, Wordwall remains a practical and efficient tool for increasing students' motivation and reading comprehension.

In addition, Swari (2023), stated that students can improve their reading skills with the help of ICT (Information and Communication Technology) devices such as Wordwall. This platform can be used to increase students' interest in reading by choosing learning activities that suit their needs. In addition, to provide interactive activities, Wordwall also allows teachers to combine students' progress and proficiency levels efficiently. Students gain real benefits from using this application, including increased learning motivation.

There are several previous studies that discuss the use of Wordwall in teaching reading. However, studies that specifically examine how English teacher use Wordwall to teach reading comprehension, especially in vocational high school, are still limited. Therefore, this study aims to explore the use of Wordwall as a digital media in teaching reading comprehension at the vocational high school level, with the main focus on how English teacher use Wordwall in teaching reading comprehension. In addition, this study seeks to identify the challenges faced by teachers when using Wordwall in teaching reading.

1.2 Formulation of the Problem

1. How does English teacher in vocational school use Wordwall as a digital media to support reading comprehension?
2. What are the challenges faced by vocational school English teacher when using Wordwall in teaching reading?

1.3 Aims of the Study

1. To explore how English teacher in vocational school use Wordwall as a digital media to support reading comprehension learning.
2. To find out the challenges faced by English teacher in vocational schools when using Wordwall to design reading comprehension activities.

1.4 Operational Definition

To avoid misunderstandings regarding the terms used in this study, the researcher provides explanations or definitions regarding several terms that are relevant to this study as follows.

1. Wordwall

Wordwall is a web-based interactive application that can create various types of online quiz models (Anisah, 2022).

2. Digital Media

Digital media is a combination of data or media to convey information so that the information is presented more attractively (Munir, 2013) .

3. Vocational High School Level

Vocational High School (SMK) is a level of education that plays a role in producing graduates who have skills and knowledge in accordance with the fields that will be needed in the world of work (Akbar, 2024).

4. Reading Comprehension

The process of making meaning from text, which aims to express what is being said in the text as a whole and not the meaning of individual words or sentences (Woolley, 2011).

1.5 Significance of the Research

1. Theoretical:

This study supports the digital media theory put forward by Martin and Bertus (2019) in the book "Digital Media for Learning: Theories, Processes, and Solutions" which discusses the role of digital media in learning, including theories, processes, and applications.

2. Practical:

The results of this study have the potential to provide direct benefits in the world of education, especially in the context of English language learning in vocational schools. For English teachers, this study can be a valuable guide in developing more innovative teaching methods by utilizing digital technology

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the results of data analysis from in-depth interviews with teacher and students, there are a number of important findings related to the use of Wordwall in reading comprehension learning in vocational schools. First, Wordwall acts as a supporting media that enriches students' learning experiences in understanding reading texts. Teacher use it to compile various exercises, covering aspects of literal understanding, main ideas, to implied meanings in the text. Features such as Quiz, Match Up, and Spin Wheel are used selectively according to learning objectives and the characteristics of the material being taught. Wordwall provides teacher with the flexibility to design more flexible and contextual learning content.

Second, Wordwall helps create a more lively and interesting learning atmosphere, thus encouraging students to be more involved in class activities. Student enthusiasm increases due to the fun game-based format and interactive visuals. Third, in terms of implementation, teachers face various technical and non-technical obstacles, such as unstable internet access, limited devices used by students, and the challenge of maintaining honesty in answering questions, especially when the activity is competitive. In addition, teachers are also faced with the limited free features available on Wordwall. However, teacher continue to strive to maximize the use of this platform consistently because it is considered to help create a fun and varied learning atmosphere.

Fourth, students' responses to Wordwall tend to be positive. They feel that learning is more exciting, not boring, and provides a different experience compared to conventional methods. Some students even admitted that they were more motivated to learn English because the approach used felt like playing while learning. The presence of game elements in Wordwall is considered to be able to reduce learning pressure while increasing students' curiosity about the material.

From the four points, it can be concluded that Wordwall provides a positive contribution to the dynamics of reading comprehension learning in vocational schools, both in terms of teacher activity planning and student learning experiences. This platform not only helps teachers in designing activities that are in accordance with learning objectives, but also presents methods that are more adaptive to student characteristics in the digital era. In addition to playing a role in supporting reading comprehension, Wordwall also has the potential to be a medium to foster interest in learning, increase engagement, and strengthen interaction in the classroom.

However, its use is still influenced by several factors, such as teacher readiness in designing inclusive strategies, infrastructure conditions in school, and student awareness to use this media responsibly. Therefore, the use of Wordwall needs to be accompanied by a reflective and participatory pedagogical approach so that its benefits can be felt more comprehensively.

5.2 Suggestions

Based on the research results that have been presented, the researcher provides several suggestions aimed at English teacher, school, and students, so that the use of Wordwall in reading comprehension learning can continue to be improved and its benefits maximized.

For teacher, although Wordwall has limited features, teacher can still work around it by processing interesting content that suits students' needs. If the activity starts to feel boring, teachers can try combining it with other media or methods so that learning remains varied. In addition, teacher also need to pay attention to student participation. Teachers can also occasionally ask for input from students about the activities carried out, so they know what needs to be fixed or developed.

For school or educational institutions, there needs to be stronger support for the process of integrating technology into learning. School are expected to provide supporting facilities, such as a stable internet network in the classroom, projectors or screens, and adequate device access (computers/laptops/tablets) for teachers and students. In addition, schools need to hold regular training or workshops that focus on the development of interactive digital learning media, such as training on the creative and pedagogical use of Wordwall features. Collaboration between teachers across subjects can also be facilitated to share good practices in the use of digital media.

For students, it is important to instill a sense of responsibility and participation in the learning process, especially when using digital media such as Wordwall. Students need to be encouraged to not only be active when playing quizzes or games, but also to understand the purpose of the activity. Students must realize that Wordwall is not just a game, but a learning medium designed to help them understand the contents of the text, enrich vocabulary, and practice critical thinking. Therefore, students are expected not to be passive

or dependent on group members, but to dare to try, ask questions, and explore Wordwall features independently.

