

ENHANCING STUDENTS' MOTIVATION IN READING

COMPREHENSION THROUGH *WORDWALL*: AN

EXPERIMENTAL STUDY

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Enhancing Students' Motivation in Reading Comprehension through Wordwall: An Experimental Study.**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain. Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

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ABSTRACT

Della Puspita Anggraini, NPM. 2102050038. Enhancing Students' Motivation in Reading Comprehension through *Wordwall*: An Experimental Study. Skripsi: Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

This study aimed to determine whether there was a significant difference and improvement in student motivation in reading comprehension before and after the implementation of *Wordwall* media. The method used in this study was a true experimental study using a pre-test and post-test design. The population of this study included all 101 eighth-grade students at MTs. Al-Mukhlisin Dolok Kahean. The sample consisted of 67 students selected using random sampling techniques, which were then divided into two groups. The experimental group consisted of 34 students, and the control group consisted of 33 students. Data were collected through reading comprehension tests and motivation questionnaires. Data were collected through a recount text reading comprehension test and a motivation questionnaire. The results of data analysis using the *Independent Sample T-Test* showed a significance value of $0.000 < 0.050$, which means that there was a significant difference between the two classes. The experimental class experienced an increase in the mean score of 26.618, which was higher than the control class, which only increased by 25.212. Meanwhile, in the motivation questionnaire, the experimental class showed a mean increase of 8.559 compared to the control class of 7.364, with a significance value of $0.001 < 0.05$. It can be concluded that the use of *Wordwall* media is effective in increasing the motivation and reading comprehension of eighth-grade students at MTs. Al-Mukhlisin Dolok Kahean. The implementation of interactive media *Wordwall* has been proven successful in reducing student boredom and helping them understand the material more easily, thereby transforming their negative perceptions into more positive, enthusiastic engagement in the English learning process, particularly in reading comprehension.

Keywords: Experimental Study; Interactive Media; Motivation; Reading Comprehension; Wordwall

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CHAPTER I

INTRODUCTION

1.1 Background of Study

In this era of globalization, English language learning plays an important role in the world of education, especially in obtaining a source of knowledge. As one of the foreign languages in Indonesia, English was learned from junior high school to the undergraduate level (Susanto et al., 2020). However, in practice, English learning often faces various challenges, such as many students find it difficult to understand English. They often assume that English is a difficult subject. This perception not only triggers low student motivation to learn but also fosters laziness and boredom in the learning process, which ultimately hinders the achievement of student learning outcomes in learning English. According to Putri et al., (2025) The very low level of learning motivation will have a direct impact on students' lack of interest in reading. Nevertheless, the ability to read and understand texts (reading comprehension) is a crucial basic skill. Difficulties in reading comprehension are often the main cause, as most English learning materials are presented in text form. If students' motivation is low, this will have a direct impact on their interest in reading, so that their understanding in the process of absorbing information from the texts or materials presented is less than optimal.

In addition, uninteresting learning and a lack of interactivity can also reduce students' enthusiasm to improve reading comprehension. The effectiveness of English learning is also constrained by the limited and less than optimal

application of interactive learning media in the learning process. Conventional learning methods that tend to be monotonous cause a lack of student involvement in the learning process because they are only centered on the teacher as a source of information. This condition is evident at MTs. Al-Mukhlisin Dolok Kahean, where students tend to have a negative perception of English and consider it a complicated and difficult subject to understand. The fear of making mistakes in expressing foreign vocabulary often makes students reluctant to even begin interacting with reading texts. This condition ultimately leads to a passive attitude that hinders students' ability to identify the main ideas and important information in the text. Consequently, students' attention is no longer focused on understanding the content of the material, but is distracted by negative perceptions of the level of difficulty and structure of the text, which is considered complicated. As a result, students are less optimal in developing their potential because there is not enough space to ask questions, have opinions, and explore English independently. The lack of variety in learning can also cause students to feel difficult and bored during the learning process. So it has the potential to result in low student learning motivation.

The lack of student motivation has a significant impact on learning outcomes, as stated by Sari Ayu & Dwi Prastyo (2023), that motivation plays an important role in the language learning process, including English learning. Without motivation, people tend to lose interest and enthusiasm for learning, which in turn can have a negative impact on their academic performance. Sijabat et al., (2024) mentioned that motivation is an aspect that supports the learning process. High

motivation will help students to be more active in learning and obtain better learning outcomes. Therefore, there is a need for fun learning innovations to increase students' learning motivation. One of the ways that can be used to increase students' learning motivation, especially in learning English, is through the implementation of interactive learning media, Wordwall.

Wordwall is one of the interactive learning media that can be used to enhance reading comprehension and increase students' learning motivation in learning English. As said by Musthafa & Anam, (2023) Wordwall is an interactive learning media that offers games that can be accessed easily online through Wordwall.net with an attractive and diverse appearance. Wordwall is a network-based digital application that provides various game and quiz features. These features can be utilized by teachers to assess understanding of the material, which will then be applied by students.

Lestari, (2021) explained that Wordwall is a very interesting browser-based application designed as a fun learning resource, media, and assessment tool for students. This application is equipped with various interesting elements, such as images, audio, animation, and interactive games that can attract students' attention. Wordwall can increase students' learning motivation through a fun and interactive approach. This interactive learning media is an innovation that can be implemented in the English learning process. By utilizing this media, educators can create a creative, active, innovative, and effective learning atmosphere. As a result, the learning process not only becomes more enjoyable but can also reduce the boredom that is often experienced by students.

Prior research conducted by Rohmatin (2023) has shown that the application of word wall-based game media is effective in improving students' motivation and learning outcomes in English subjects. There is another study conducted by Melvi et al., (2024) shows that Wordwall can be an innovative solution in learning, especially in attracting students' interest in learning. Meanwhile, other research by Putu et al., (2024) showed that the use of Wordwall language games in English language learning proved effective, especially in students' vocabulary acquisition, with the majority of participants (78.1%) reaching the excellent category. These results indicate the potential of Wordwall in creating an effective learning environment and positively impacting students' learning outcomes.

Based on the above research, the researcher was interested in using Wordwall to enhance students' motivation in reading comprehension for learning English. This research focuses on how the condition of students' activeness when learning English using conventional learning methods compares to using interactive learning media such as Wordwall. The researcher will also analyze the extent to which students' interest and motivation increase when they learn by using the interactive media Wordwall. By using Wordwall, it is expected that students will have a fun learning experience so that they can understand English learning more easily and not feel bored.

1.2 Identification of the Problem

Based on the background above, the researcher identified some problems:

1. Students lack of motivation in reading comprehension.

2. The assumption that learning English is difficult often triggers laziness and boredom among students.
3. The limited and less than optimal use of interactive learning media in the English learning process inhibits active participation and student achievement, especially in reading comprehension

1.3 The Scope and Limitations

The scope and limitations of this research focus on the use of Wordwall to enhance students' motivation in reading comprehension, as well as the extent to which students' interest and activeness in the English learning process are increased by using interactive learning media. This research was conducted on eighth-grade students at MTs. Al-Mukhlisin Dolok Kahean.

1.4 The Formulation of the Study

In this research, the problems were formulated as follows:

1. Is there any significant difference in students' motivation in reading comprehension before and after applying Wordwall?
2. Is there any enhancement in students' motivation in reading comprehension after applying Wordwall?

1.5 The Objective of the Study

Based on the problems, the objectives of this research were explained as follows:

1. To identify whether there was any significant difference in students' motivation in reading comprehension before and after applying Wordwall.
2. To determine whether there was any enhancement in students' motivation in reading comprehension after applying Wordwall.

1.6 The Significance of the Study

By conducting this research, the researcher hoped that this research can provide benefits for all levels of education. This research was expected to provide theoretical and practical benefits.

1. Theoretically

This research was expected to contribute to the development of English language learning theory, especially regarding the role of interactive learning media such as Wordwall in increasing students' motivation in reading comprehension. This research can be used as a foundation for future studies that aim to explore the role of interactive learning media, such as wordwall in increasing students' motivation to learn.

2. Practically

a. For the Researcher

This research can provide new insights for researchers into the use of Wordwall to enhance students' motivation in reading comprehension, especially in English learning.

b. For the Teachers

This research was expected to provide new insights and strategies for English teachers in the learning process by utilizing Wordwall interactive learning media to enhance students' motivation in reading comprehension

c. For the Students

The use of interactive Wordwall media was expected to provide a fun and interesting learning experience for students. Therefore, it can enhance students' motivation in reading comprehension and learning outcomes.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 Reading Comprehension in English Learning

Fitria & Agustin (2025) explained that reading comprehension is not simply identifying words on a page. It is an active thought process that involves a fluid interaction between the reader and the material being read. Not only does the reader receive meaning silently, but the reader also needs to create understanding by linking the ideas in the text to prior knowledge and experience. Meanwhile, Septia et al., (2022) stated that reading comprehension in English is one of the crucial factors for students to improve their learning ability. It always focuses on the information contained in the text, but also depends on the reader's experience, goals, emotions, and desires at any given moment. Therefore, it is very important for educators to create a learning atmosphere that supports and facilitates active interaction between students and reading materials. Inayah et al., (2025) claimed that traditional reading teaching methods, which usually favor passive, teacher-focused learning, do not adequately assist students in developing the skills needed to become skilled readers. To overcome this problem, the use of interactive learning media is needed to attract students' attention during the learning process, especially in reading comprehension.

2.1.2 Definition of Motivation

Motivation comes from the word “motive,” which means reason. This term refers to a situation where someone does something because of a certain interest. Motivation is a drive from within, either consciously or unconsciously, that moves individuals or groups to do something to achieve certain goals. John M. Keller, the originator of the ARCS Model, proposed that factors that explicitly influence motivation include perceptions, psychological needs, learning context, learning objectives, personal characteristics, and individual experiences (as cited in Dinçer, 2020). Every activity, especially in learning a language such as English, requires motivation as a driving force that moves a person to be more eager to learn. Motivation plays a very important role in education, especially in the learning process.

Siregar & Siregar, (2020) stated that motivation is the reason or cause of someone doing something. Meanwhile Amalia, (2025) explained that motivation is the drive from within a person to take certain actions. When a person is motivated, the emotional drive that arises will help the individual achieve certain goals or achievements.

2.1.2.1 Motivation in English Learning

Motivation in the learning process plays a very important role. Without motivation, a person will face difficulties in achieving their learning goals. Filgona et al. (2020) argued that motivating students to learn in school is a topic that educators are currently paying attention to. One of the main challenges in education is how teachers can encourage students to succeed in learning. This also applies to

the English language learning process, where motivation can increase interest and sustain the learning process. But many students find learning English difficult and boring. John M. Keller explicitly proposed the ARCS (Attention, Relevance, Confidence, Satisfaction) motivation theory as a model designed to stimulate students' learning motivation. Keller states that learning achievement cannot be improved if the instructional program design cannot arouse students' interest in learning. Therefore, the ARCS model with its four main aspects, attention, relevance, confidence, and satisfaction, becomes a reference in designing learning strategies (Chang, 2021, p.5). Based on these aspects, there is a need for interactive learning media that can attract students' interest and make the learning process more enjoyable.

2.1.2.2 Types of Motivation

According to Gardner and Lambert, cited in Fiddiyasari & Pustika, (2021) categorize motivation into integrative (desire to participate in the culture of language users) and instrumental (desire to achieve practical goals). Meanwhile, Parsons et al., in Alsa et al. (2021) categorized motivation into intrinsic (derived from internal interest and pleasure) and extrinsic (influenced by external factors). Integrative motivation is often associated with intrinsic motivation as both involve personal interests and values towards language and culture. In contrast, instrumental motivation is more likely to be extrinsic as it is driven by outcomes outside the learning process itself.

2.1.2.3 The Role of Motivation in Reading Comprehension

Tadele, (2022) defined that reading motivation is a specific factor for each field (motivation can vary from one skill to another) that plays an important role in determining students' reading comprehension. This is considered very important because it affects the frequency and scope of students' reading, which in turn enhances the development of their reading competence.

2.1.2.4 Strategies to Enhance Motivation in Reading Comprehension

Increasing learning motivation in students requires strategies. Sukatin et al. (2022) stated that a learning strategy is a general approach and a series of actions that a teacher takes and uses to select appropriate learning methods. For example, a learning strategy that encourages active student participation will certainly not rely too much on the lecture method, but rather on other methods. According to Dornyei, cited in (Rasna, 2023) there are several strategies that can be applied to increase motivation in learning. One of them is to create a pleasant and supportive learning environment. This can be done by using varied teaching methods, utilizing interactive learning media, and creating a relaxed and positive classroom atmosphere. The researcher agrees with the strategies proposed by Dornyein, one of which is utilizing interactive media. Therefore, this study aims to explore the utilization of Wordwall interactive learning media as a way to enhance reading comprehension and increase students' motivation in learning English. This approach is directly in line with John M. Keller's ARCS model, which explicitly emphasizes the need for strategies to attract attention, show relevance, build confidence, and create satisfaction in order to increase student learning motivation.

2.1.3 Definition of Wordwall

Wordwall is a website or platform that makes it easy for educators to make learning activities more interesting and interactive. Kurnia et al., (2024) explained that Wordwall learning media is an interactive learning media used by teachers to improve student learning outcomes during the learning process in the classroom. Meanwhile, Aprilia et al., (2024) described that Wordwall Net is also easy to use and a fantastic English learning tool.

Wordwall is considered very interesting and not boring for students. This web-based application can be used to create learning media such as quizzes, matching activities, anagrams, word scrambles, word searches, groupings, and more. Interestingly, apart from allowing users to access the media they have created online, they can also download and print the materials on paper. This aligns with Mayer (2014), cited in Ge & Lai, (2021), that multimedia presents both words and pictures, and “multimedia learning occurs when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video)”. This compatibility is seen in the Wordwall elements that combine text (words) in questions, instructions, and game components, along with visuals (images, icons, and interactive designs) in various activity patterns. For example, in a quiz or matching activity, students will find questions or text items placed alongside corresponding images, or in a “label diagram”, they associate text with visual elements. The combination of these multimedia elements has the potential to enrich the learning experience and improve understanding during the learning process.

2.1.3.1 The Advantages of Wordwall

Arsyad, (2024) stated that the advantage of Wordwall significantly increases student engagement through interactive and visually appealing activities, making learning more enjoyable. This is related to the component of Attention in the ARCS model developed by John M. Keller, where an attractive and interactive design is the main attraction for students. Another advantage of Wordwall was described by Rizkiye & Rohmani, (2024) The advantages of Wordwall include active student engagement, improved information retention, personalized learning, collaboration between learners, as well as real-time feedback. The active engagement and personalized learning align with the Relevance component of the ARCS model because it makes the material more meaningful to each student. Meanwhile, the real-time feedback provided by Wordwall directly supports the Confidence component, as students can instantly know their abilities through the success they have achieved.

Meanwhile, Hasanah & Sutiah, (2023) argued that Wordwall increases student engagement in the evaluation process, replacing traditional methods that tend to be monotonous. This is connected to the Satisfaction component in the ARCS model, as students will find the learning experience more enjoyable and satisfying.

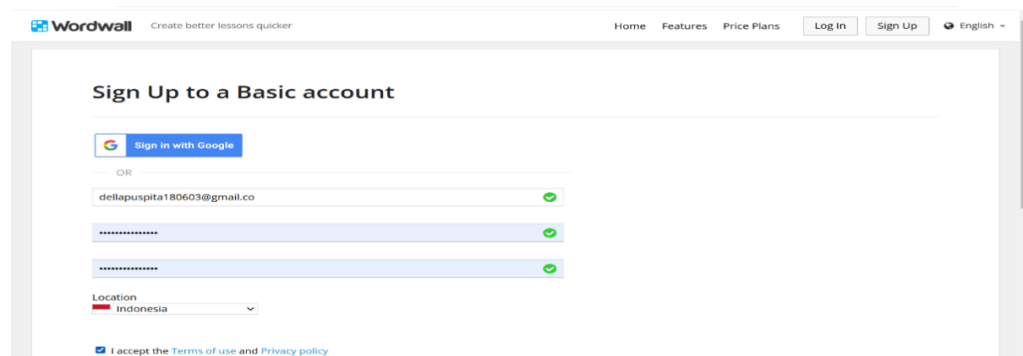
2.1.3.2 The Disadvantages of Wordwall

Swari (2023) claimed that the disadvantage of Wordwall is that while it offers a wide variety of templates, only six can be used for free. To access the rest of the templates, teachers need to upgrade their account to a premium account by making

a payment. Also, if teachers choose to use the platform at no cost, they only have the opportunity to create their own game five times. Another disadvantage of Wordwall was explained by Rahmawati & Wijayanti (2022). Wordwall requires a stable internet connection, a lack of teacher skills, and student challenges in accessing personal devices. Meanwhile, Lam (2025) claimed that the disadvantages of Wordwall are the limited use of templates, and the need to get immediate feedback from the teacher can hinder effective interaction.

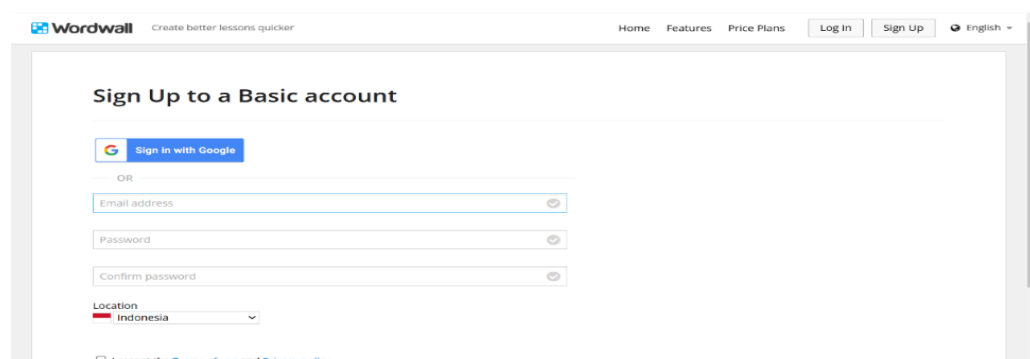
2.1.3.3 How to Use Wordwall

There are several ways to access Wordwall, namely for admins (teachers) and students. An admin can be accessed via <https://wordwall.net/id>.



The screenshot shows the Wordwall website's registration page. At the top, there is a navigation bar with the Wordwall logo, the tagline 'Create better lessons quicker', and links for 'Home', 'Features', 'Price Plans', 'Log In', 'Sign Up', and 'English'. The main heading is 'Sign Up to a Basic account'. Below this, there is a 'Sign in with Google' button. An 'OR' separator is followed by an email address field containing 'dellapuspita180603@gmail.co'. There are two password fields, both with green checkmarks indicating they are valid. A location dropdown menu is set to 'Indonesia'. At the bottom, there is a checkbox labeled 'I accept the Terms of use and Privacy policy' which is checked.

Figure 2.1 Registration Display in Wordwall



This screenshot is identical to Figure 2.1, showing the registration form on the Wordwall website. It displays the 'Sign Up to a Basic account' page with the 'Sign in with Google' button, the 'OR' separator, the email address field, the password fields, the location dropdown menu, and the terms and privacy policy checkbox.

Figure 2.2 Google Sign-in Wordwall

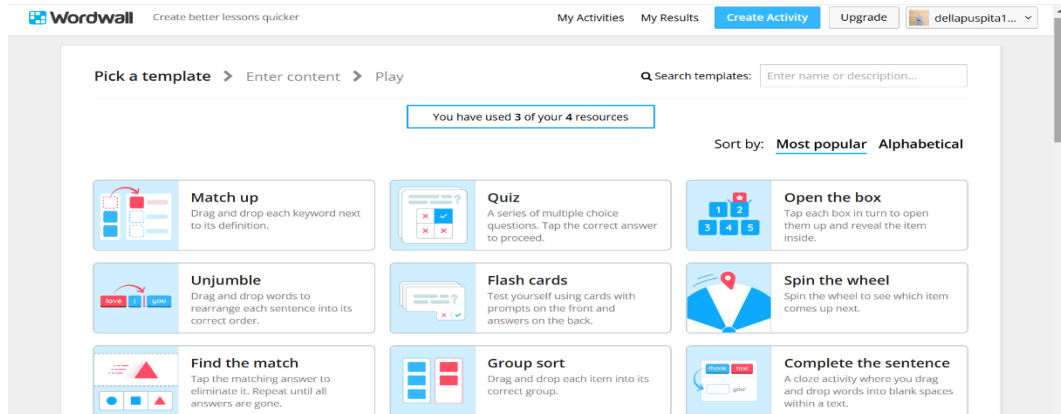


Figure 2.3 Display of Menu in Wordwall

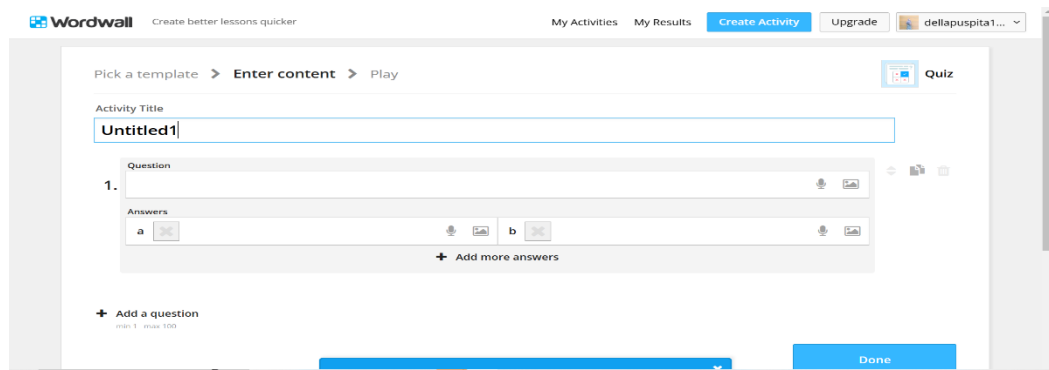


Figure 2.4 Display in Exercises Creation

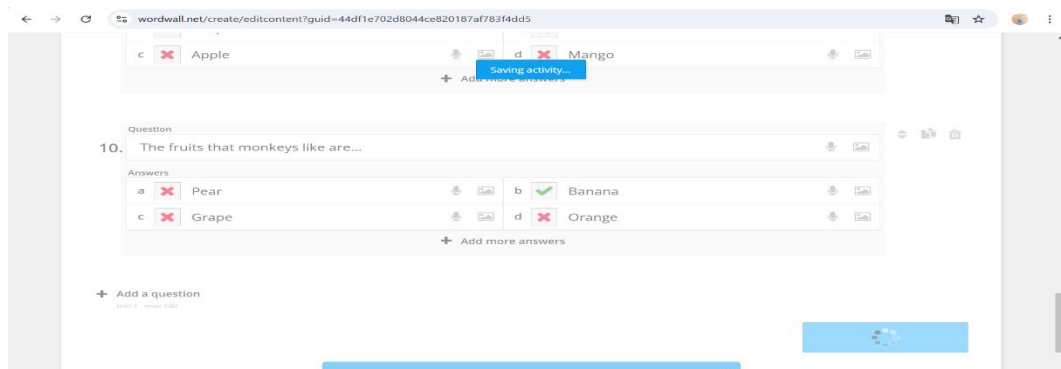


Figure 2.5 Display When Saving Exercises

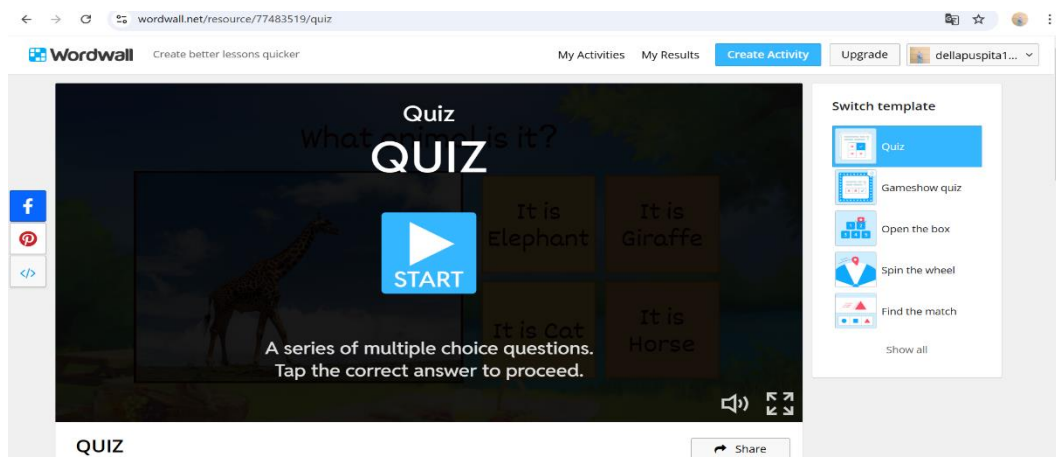


Figure 2.6 *Display When An Exercise is Already in Use*

2.2 Previous Related Studies

There have been several studies conducted regarding “Enhancing Students’ Motivation in Reading Comprehension through *Wordwall*; An Experimental Study” namely:

1. *Integrating Game-based Learning of Wordwall in Teaching at the Right Level to Improve Students’ Motivation (A Classroom Action Research)*. It was written by Noftariani (2023). This study aims to increase students' motivation in learning English vocabulary acquisition through the Wordwall application as a learning media based on the TaRL approach as a differentiated learning strategy. TaRL approach as a differentiated learning strategy. The method used in this research is a qualitative approach, which was conducted through Classroom Action Research (CAR). The data was collected through a student motivation questionnaire. The data were analyzed using a Likert Scale. The results showed that teaching through the digital media of the Wordwall application can be an appropriate way to increase students' motivation in English classes.

2. *Improvement of Student Learning Motivation through Word-Wall-based Digital Game Media*. It was written by Safitri et al., (2022). This study aims to validate the effectiveness of digital game-based media in increasing motivation to learn science. This study used experimental research methods with a single-group pretest-posttest. As for the instrument, it used a questionnaire using a Likert scale. The population of this study was all fourth-grade students in the Sukabumi Utara cluster in the 2020/2021 school year, with a total of 129 students. The research sampling was conducted by simple random sampling, and to reach the decision on the number of samples, the Slovin formula was used, which required 98 samples for this study. The type of data analysis used in this study is inferential analysis using t-test. The results of this study indicate that digital game media has a positive effect on student learning motivation.
3. *The Effectiveness of Wordwall in Enhancing Students' Engagement and Motivation in Literature Classes*. It was written by Catharina, (2024). The objective of this study is to investigate the effectiveness of wordwall, an online tool applying gamification principles in non-game contexts, to enhance English Letters students' learning engagement and motivation in literature classes. The population of this study uses quasi experimental post-test design. The population of this study is the students of the Introduction to Literature and Culture of English-Speaking Nation of English Literature Class batch 2022. Both groups took a pre-test and a post-test, and the results were compared to see the variance in the results. The findings indicated that

integrating Wordwall into Literature classes notably motivated students to engage in the learning environment actively.

4. *The Effect of Word Wall Application on Students Reading Comprehension*. It was written by Sri Purwanti et al. (2024). This study examines the use of the WordWall application in teaching reading comprehension for ninth-grade students at SMP NU Kaligesing. The material used in this study was narrative text. This research was a classroom action research (CAR). The study, which was conducted in two cycles, aimed to overcome problems such as low motivation, vocabulary acquisition, student scores, and text comprehension. To analyze this data, the researcher used research conclusions, data visualization, and data reduction. The average score in cycle 1 was 68.66, and in cycle 2 was 72.46. This study found a significant percentage change in students' reading comprehension scores in each cycle, with a significant difference of about 26.17% for cycle 1 and 5.54% for cycle 2.

Based on the previous four studies, it can be proven that the Wordwall website, which has been used in English language learning classes, provides a positive influence as a web-based learning medium. In addition, Wordwall is also often the subject of research by researchers outside the Indonesian capital. However, there is still little research on the use of Wordwall in English classes in Dolok Kahean, Simalungun Regency, Sumatra Utara. Therefore, this study aims to find out the extent to which Wordwall can enhance reading comprehension and increase students' learning motivation by observing the level of student engagement before and after the implementation of Wordwall in the English learning process.

The difference between this study and the previous studies lies in the location, time, and learning conditions faced.

2.3 Conceptual Framework

The following conceptual framework explains how the process of enhancing students' motivation in reading comprehension through Wordwall. As mentioned in the literature review, motivation is a crucial component of the learning process, particularly in English language learning. Therefore, it is essential to design engaging and enjoyable English language learning activities to create a positive learning environment. The relationship between innovative teaching methods and student engagement is a crucial factor in this study.

To test this hypothesis, the researcher divided the class into two groups: an experimental group and control group. Before the intervention, both groups took a test and completed a questionnaire to measure their initial level of motivation in reading comprehension. This study used a pre-test and post-test design to evaluate improvements in student learning outcomes. Following the initial assessment, the experimental group received instruction using the interactive Wordwall media, while the control group was taught using conventional methods. At the end of the intervention period, Post-Tests and Post-Questionnaires were administered to both groups to measure final outcomes.

This study aimed to determine whether the implementation of Wordwall can significantly enhance students' motivation in reading comprehension. Furthermore, the conceptual framework of this study was represented in the following diagram.

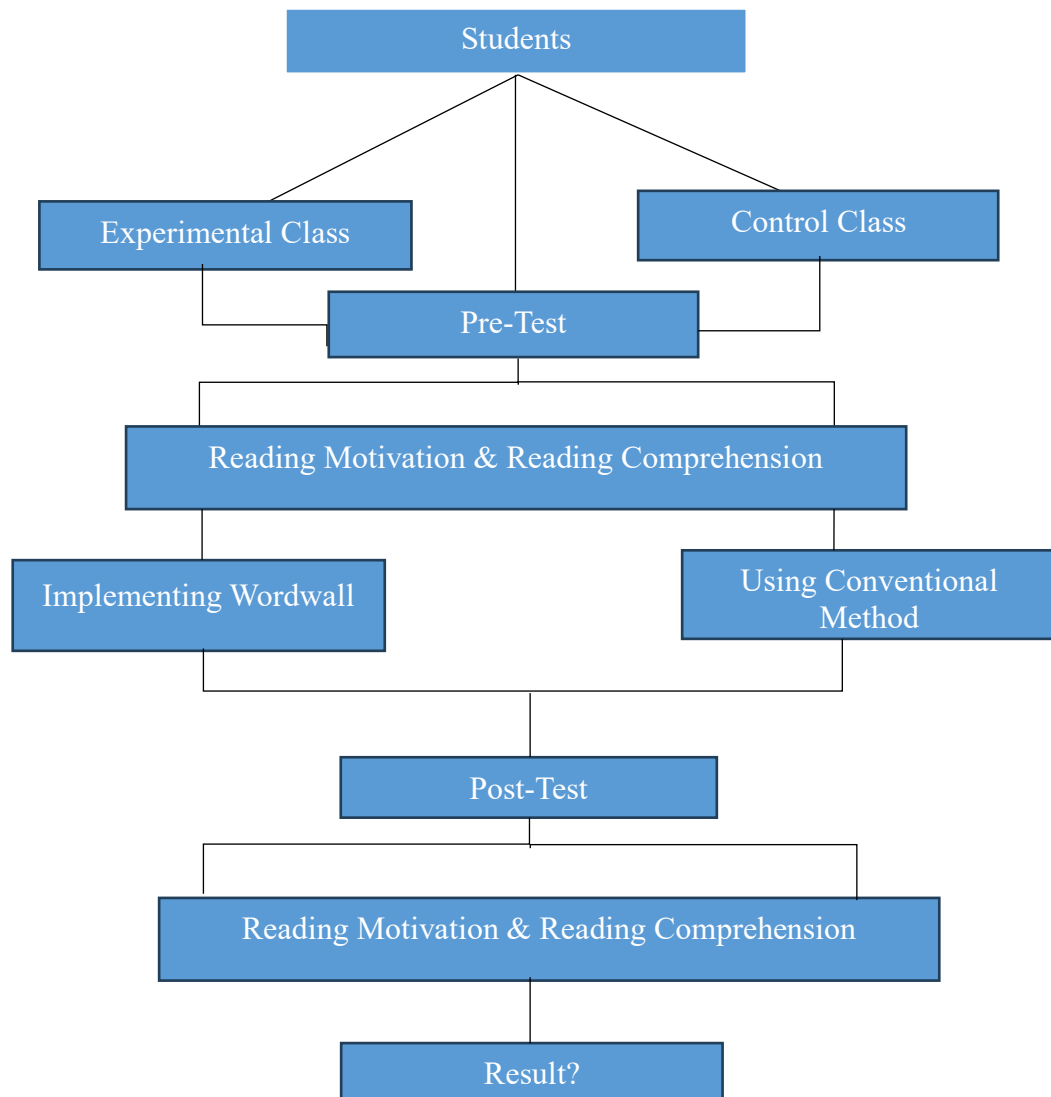


Figure 2.7 *Diagram of Conceptual Framework*

2.4 Research Hypothesis

The hypothesis of this research was as follows:

- a. Ha: There was a significant difference in the level of students' motivation in reading comprehension between students who use Wordwall and those who do not use Wordwall in English learning.
- b. H0: There was no significant difference in the level of student motivation in reading comprehension between students who use Wordwall and those who do not use Wordwall in English learning.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research used a quantitative research design with a true experimental design. Sugiyono (2010) stated that true experimental design is a real experiment because in this design, the researcher will be controlling all external variables that could potentially affect the results of the experiment. This research aims to determine whether there is an enhanced reading comprehension and an increase in students' motivation for English learning after applying Wordwall. This design will be divided into an experimental class and a control class. In an experimental class, the class received the treatment, while the control class did not receive the treatment. This research focuses on providing treatment to the experimental class by applying Wordwall and the control class using conventional methods. Then, the researcher used the completed pretest and post-test to observe the results. The researcher's design could be seen as follows:

Table 3.1 Research Design Pre-Test and Post-Test of the Study

Class	Pre-Test	Treatment	Post-Test
Experimental Class	O ₁	X	O ₂
Control Class	O ₃	-	O ₃

Description:

O₁ : Pre-test of the Experimental Class: An initial test to measure initial abilities before treatment (X) was given.

- O₂ : Post-Test of the Experimental Class: Final test to see changes after treatment was given using the interactive Wordwall media
- O₃ : Pre-Test of the Control Class: An initial test was conducted to measure initial abilities before learning activities were carried out.
- O₄ : Post-Test of the Control Class: Final test to see changes after treatment without using Wordwall interactive media or only using conventional learning methods.
- X : Treatment using Wordwall interactive media
- : No treatment

3.2 Location and Time

This research was conducted at MTs. Dolok Kahean. This school was located at Jl. Medan Km.10 Dolok Kahean, Kecamatan Tapan Dolok, Kabupaten Simalungun. This research was conducted in the first semester of the academic year 2024/2025.

3.3 Population and Sample

1. Population

Population refers to the entire group or elements that have certain characteristics that are intended to be studied. The population can consist of individuals, objects, events, or anything relevant, with the research conducted by Asrulla et al. (2023, p 26231).

The population in this research consists of eighth-grade students at MTs. Al-Mukhlisin Dolok Kahean. The total population comprises 101 students, divided into three separate classes: Class VIII-A, Class VIII-B, and Class VIII-C for the 2024/2025 academic year.

2. Sample

Sugiyono, (2010) defined that the sample is part of the number and characteristics contained in the population. In this research, the researcher used random sampling to determine the sample. Specifically, the researcher applied cluster random sampling. Wilson (2014), cited in (Fadhillah et al., 2024) defined that cluster sampling involves dividing the population into groups or clusters, then randomly selecting samples from those clusters, and using all members within the selected clusters as the final sample.

This technique was implemented using a lottery method to ensure that the selection was conducted objectively. The procedure was carried out as follows:

- 1) The researcher represented the three available classes with the numbers 1, 2, and 3 on small pieces of paper.
- 2) The paper pieces were rolled up, placed in a container, and shaken until evenly distributed.
- 3) Based on the results of the draw, the first piece of paper drawn was Number 1, representing Class VIII-B, and the second piece of paper was Number 3, representing Class VIII-C.

As a result of this random sampling process, Class VIII-B was designated as the Experimental Group (taught using Wordwall), and Class VIII-C was designated as the Control Group (taught using conventional methods).

Table 3.2 Population and Sample of the Research

No.	Class	Group	Number of Students
1.	VIII-A	-	34
2.	VIII-B	Experimental Group	34
3.	VIII-C	Control Group	33
4.	Total		101

3.4 Research Variables

In this study, there were two related variables, namely:

1. Independent Variable (X Variable), The independent variable in this study is the use of “Wordwall” as a learning media in English language learning.
This treatment will be conducted by the researcher in the hope of increasing students’ learning motivation.
2. Dependent Variable (Y Variable), The dependent variable in this study is “Motivation in Reading Comprehension”. This variable aims to measure students’ motivation level, reading comprehension, engagement, and interest in learning English.

3.5 Instrument of the Research

Research instruments are tools designed to measure research variables systematically and objectively, so that researchers can obtain accurate, consistent, and reliable data in analyzing research phenomena (Subhaktiyasa, 2024). The research instruments in this study consist of a motivation questionnaire, multiple-choice questions, and essay questions. The motivation questionnaire consists of 20 statements used on a 4-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). As stated by Sugiyono, (2010) the Likert Scale is a tool used to assess the views, opinions, and assessments of individuals or groups regarding a social phenomenon. This questionnaire was administered in the form of a Pre-Questionnaire and a Post-Questionnaire to measure changes in student motivation before and after the treatment. Meanwhile, the multiple-choice and essay questions were used to measure students' reading comprehension abilities. These questions consisted of 10 multiple-choice questions and 5 essay questions.

Table 3.3 Comprehensive Assessment of Reading Comprehension of Recount

Text

No.	Aspects Assessment (Indicators of Success)	Type of Question	Question Item	Number of questions	Score Per Question	Contribution Score
1.	Ability to understand structure, recount text (<i>Orientation</i> ,	MC/ Essay	MC: Q2, Q3, Q5, Q10 Essay: E1	5	MC: 5/ Essay: 10	30

	<i>Events, Re-Orientation)</i>					
2.	Ability to understand language features and recount text	MC/ Essay	MC: Q7, Q8, Q9 Essay: E4	4	MC: 5/ Essay: 10	25
3.	Ability to understand the content and overall meaning of the text (specific details, main idea, explicit/implicit meanings)	MC/ Essay	MC: Q1, Q4, Q6 Essay: E2, E3, E5	6	MC: 5/ Essay: 10	45
Total				15		100

Table 3.4 Multiple Choice Scoring Mechanism

Criteria	Score	Calculating
Correct Answer	5	(Correct Answer x 5)
Incorrect Answer/ No Answer	0	0

Table 3.5 Aspects of Essay Assessment

Criteria	Score	Category
The answer is very complete and accurate. It shows a deep understanding of the text content, the structure of the recount text, and language features.	9-10	Excellent
The answer is good, able to identify the main ideas and important details, with only a few errors in understanding the text content, the structure of the recount text, and linguistic elements.	7-8	Good
The answer is fair, capturing only some of the information related to the topic of the question.	5-6	Fair
The answer is inaccurate, and there are many errors in understanding the content of the text, the structure of the text, and the language features.	1-4	Poor
There is no answer at all/it is completely unrelated to the question	0	No answer

Final Score = (Multiple Choice Score + Essay Score)

Table 3.6 Criteria for Final Assessment Percentage

No.	Percentage	Category
1.	0-20	Very Poor
2.	21-40	Poor
3.	41-60	Fair
4.	61-80	Good
5.	81-100	Excellent

Source : (Harahap, 2022)

3.5.1 Instrument Data Collection

1. Pre-Test

A pre-test was given to the experimental class and the control class. This test is used to determine the students' initial ability in English reading comprehension before being given treatment with the learning media Wordwall. The test consists of multiple-choice questions and essay questions with a recount of the text material.

2. Post-Test

The post-test was conducted after the treatment to measure the level of students' reading comprehension after using Wordwall. The purpose is to find out the difference in mean scores between the experimental and control groups.

3. Questionnaire

Sugiyono, (2010) defined a questionnaire as a data collection technique in which respondents were given a set of written questions or statements to answer. In this study, questionnaires were administered in two phases: a pre-questionnaire and a post- questionnaire, which were given to the experimental group and the control group. The data obtained from these questionnaires were used to compare changes in students' motivation regarding reading comprehension before and after the treatment.

3.5.2 Validity Test and Reliability Test

1. Validity Test

Widodo et al., (2023) stated that a validity test is a measure that assesses the validity or validity of an instrument. Therefore, validity testing refers to the extent to which the instrument can perform its function properly. The provisions for the validity of the instrument are valid if $r_{\text{count}} > r_{\text{table}}$.

2. Reliability Test

Widodo et al. (2023) explained that the reliability test refers to the consistency of a measurement or measuring instrument when used repeatedly. A test is considered to have high reliability if the results obtained remain consistent. This means that the measurement results should show relative similarity, even if they are performed on the same subject by different people, at different times, and in different locations. A common way to measure reliability is to use Cronbach's Alpha coefficient, in line with Bandur & Budiastuti (2018).

The opinion that Cronbach's Alpha or Alpha Coefficient is a measuring tool that can be used to test the internal consistency of items in an instrument.

3.6 Techniques of Data Collection

The data in this study were collected through pre-tests, post-tests, and questionnaires. The steps taken to collect the data are as follows.

1. Administration of initial tests and motivation questionnaires to the experimental and control groups prior to the learning process to determine their initial abilities in reading comprehension, as well as to determine their initial motivation in reading comprehension, before being given treatment with Wordwall learning media.
2. Administration of treatment to both groups. The experimental group was given treatment using Wordwall learning media, while the control group used conventional learning media.
3. Post-treatment tests were given to the experimental and control groups.
4. Collecting each student's answers from the initial and final tests, as well as questionnaires, and then analyzing them to see if there were any differences or changes in their level of comprehension and motivation.

3.7 Techniques of Data Analysis

In this research, data was collected from the experimental group and the control group. Then the data will be analyzed using SPSS by conducting normality tests, reliability tests, homogeneity tests, and independent t-tests.

3.7.1 Normality Test

Widodo et al. (2023) claimed that the normality test is one type of test in classical assumptions that aims to understand the pattern of data distribution in a group or population. Data distribution can be categorized into two, namely normally distributed data and abnormally distributed data. Determination of the normality test can be done using the help of SPSS Sig.

If the Sig value. < 0.05 , then the distribution is not normal

If the Sig value. ≥ 0.05 , then the data is normally distributed.

In this research, the method used to determine the normality test uses the Shapiro-Wilk test, where the number of samples studied is less than 100.

3.7.2 Homogeneity Test

Usmadi, (2020) argued that the homogeneity test serves to determine whether various variants of the population are similar or not. This homogeneity test is very important to be done before comparing two or more groups, so that the differences that exist are not caused by differences in basic data (heterogeneity between the groups being compared).

3.7.3 Hypothesis Test

Majapahit, (2023) defined that hypothesis testing is a statistical method used to test a statement and draw conclusions about whether the statement is acceptable or not. This study used several statistical tests to test the proposed hypotheses, including the following:

1. Paired T-Test

Syafriani et al., (2023) stated that the paired t-test is a statistical method used to analyze data that are related to each other. This test aims to compare the means of two related samples taken from the same subjects. This test is used when you have two groups of data measured on the same subjects before and after the treatment.

2. Independent Sample T-test

Syafriani et al., (2023) explained that the independent sample t-test or t-sample difference test is a statistical method used to compare two groups of samples

that are not statistically related. This t-test is used to determine whether there is a significant difference between two groups in terms of the mean value of a variable. Meanwhile, Nuryadi et al., (2017) claimed that the independent sample t-test is used to identify the average difference between two independent populations or data groups.

3. Independent Sample T-test Formula

$$t_{hit} = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Description:

M_1 = Mean score of group1

M_2 = Mean score of group2

SS_1 = sum of squares of group1

SS_2 = sum of squares of group2

n_1 = number of subjects/samples of group1

n_2 = number of subjects/samples of group2

Where:

$$M_1 = \frac{\sum X_1}{n_1}$$

$$M_2 = \frac{\sum X_2}{n_2}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Interpretation

a. To interpret the t-test, it must first be determined:

- Significance value α

- Confidence interval = $1 - \alpha$

- Df (degree of freedom) = $N - K$ specifically for independent

sample t-test $df =$ or DF (Degree of freedom) = $(n_1 - n_2) - 2$

b. Compare the value of t_{count} With t_{tab}

c. If

$t_{\text{count}} > t_{\text{tab}} \rightarrow$ significantly different (H_0 rejected)

$t_{\text{count}} < t_{\text{tab}} \rightarrow$ not significantly different (H_0 accepted)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Description of Research Finding

In this chapter, the researcher presents a description of the data research results from the sample, namely, students of class VII A and VII B at MTs. Al-Mukhlisin Dolok Kahean. The results of this study were used to obtain empirical evidence of increased students' motivation in reading comprehension through Wordwall. The data were collected from the motivation questionnaire as well as from the pre-test and post-test scores of students from the experimental and control classes.

4.2 Research Variable Trends

The initial step in presenting research data is to perform a statistical description of the scores of the pre-test, post-test, and questionnaire scores of the experimental class and control class. The aim is to determine the trends of each variable before and after the treatment was given. In this study, a pre-test was administered to measure students' initial reading comprehension abilities before the treatment was administered using the interactive media Wordwall. A post-test was administered after the treatment. In addition, a questionnaire was administered to measure students' initial motivation before and after the treatment using the interactive media Wordwall. The following are the descriptive analysis

results obtained by the researcher regarding the increase in student motivation in reading comprehension through Wordwall.

4.2.1 Data on Students' Learning Outcomes in Reading Comprehension

1. Experimental Class

The learning outcomes data for the experimental class before (pre-test) and after (post-test) the intervention using the Wordwall media are presented as follows:

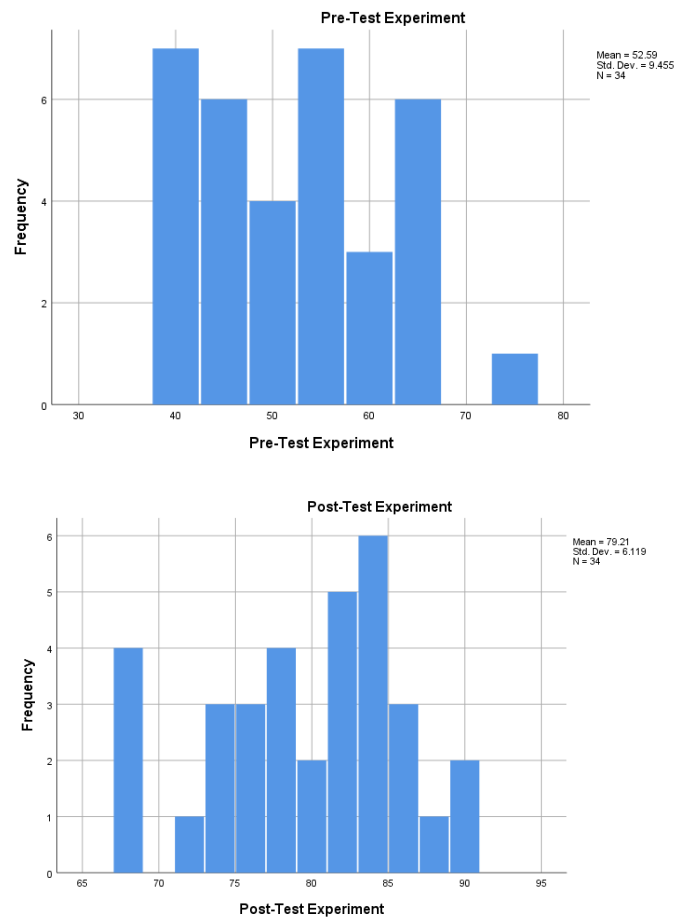


Figure 4.1 Diagram of Pre-test and Post-test Scores in the Experimental Class

Table 4.1 Descriptive Statistics of Pre-test and Post-test Scores in the Experimental Class

		Statistics	
		Pre-Test Experimental Class	Post-Test Experimental Class
Number of Respondents (N)	Valid	34	34
	Missing	0	0
Mean		52.59	79.21
Median		52.50	81.00
Std. Deviation		9.455	6.119
Range		35	22
Minimum		40	68
Maximum		75	90

Based on Figure 4.1 and Table 4.1, there was a difference between the students' pre-test and post-test scores. The table shows that the mean score in the pre-test was 52.59, which subsequently increased to 79.21 on the post-test. It can be seen from the table that the minimum score increased from 40 to 68, while the maximum score increased to 90. Additionally, Figure 4.1 visually illustrates this improvement, where the score distribution shifted from a lower range (left side) on the pre-test to a higher range (right side) on the post-test. This data demonstrates that Wordwall successfully improved students' reading comprehension.

2. Control Class

The learning outcomes data of reading comprehension in the control class, which was taught using conventional methods, were presented in detail in the following figure and table:

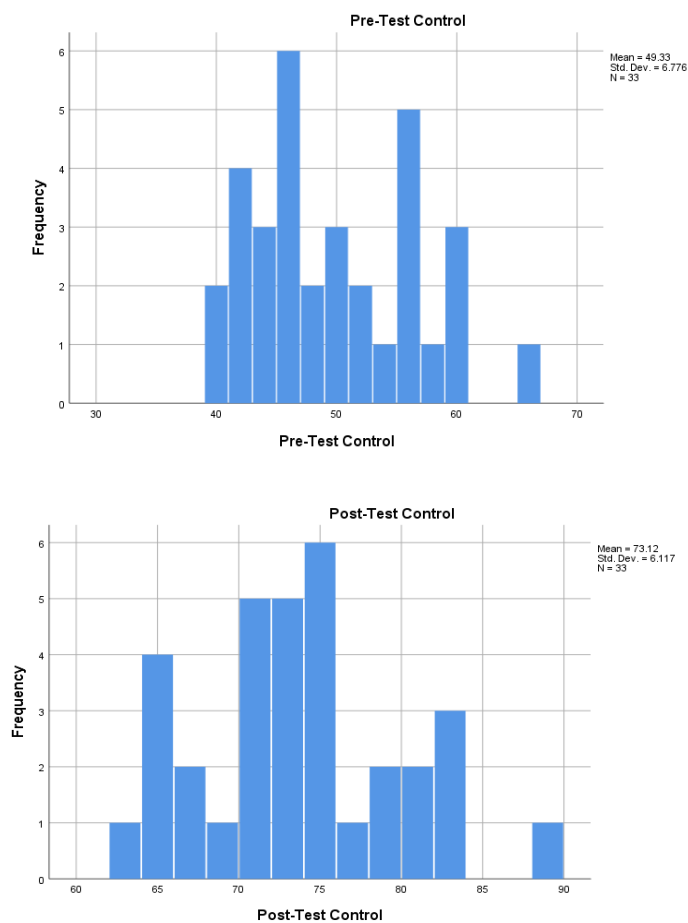


Figure 4.2 *Diagram of Pre-test and Post-test Scores in the Control Class*

Table 4.2 Descriptive Statistics of Pre-test and Post-test Scores in the Control

		<i>Class</i>	
		Statistics	
		Pre-Test Control Class	Post-Test Control Class
Number of Respondents (N)	Valid	33	33
	Missing	0	0
Mean		49.33	73.12
Median		47.00	73.00
Std. Deviation		6.776	6.117
Range		25	25
Minimum		40	63
Maximum		65	88

Based on Figure 4.2 and Table 4.2, there was an increase in students' reading comprehension scores in the control class. The table shows that the mean score on the pre-test was 49.33, which subsequently increased to 73.12 in the post-test. From the table, it is that the minimum score also increased from 40 to 55, while the maximum score increased to 88. Additionally, Figure 4.2 illustrates that the score distribution shifted toward a higher range, although the concentration of high scores was not as significant as in the experimental class. These findings indicate that while conventional teaching methods contribute to learning outcomes, the improvement is not as significant as the progress achieved through the implementation of the interactive Wordwall media.

4.2.2 Results of the Students' Questionnaire Motivation in Reading Comprehension

The results of this questionnaire were used to measure students' motivation levels before and after the intervention. The researcher used a questionnaire consisting of 20 statements on a 1–4 Likert scale.

1. Establishment of Motivation Categorization Criteria

Before presenting the data, the researcher first established the scoring standards (categorization) for the questionnaire. The interval length (I) was determined by adapting the frequency distribution formula according to Sugiyono, (2010) as follows:

$$I = \frac{\text{Ideal Highest Score} - \text{Ideal Lowest Score}}{\text{Number of Category}}$$

$$= \frac{80 - 20}{4} = 15$$

Based on the research instrument consisting of 20 items on the questionnaire of motivation in reading comprehension using a 1-4 Likert scale, the ideal scores were as follows:

- Highest Ideal Score = $20 \times 4 = 80$
- Lowest Ideal Score = $20 \times 1 = 20$
- Interval Length (I) = $(80 - 20) / 4 = 15$

Based on the above calculations, the categories of students' reading motivation levels in Table 4.3.

Table 4.3 Criteria of Students' Motivation Categorization

No.	Score	Range (Interval) Category	Interpretation
1	66-80	Very High	Students are highly motivated
2	51-65	High	Students are motivated
3	36-50	Low	Students are moderately motivated
4	20-35	Very Low	Students are not motivated

The categorization criteria in the table above were used as a reference to determine students' levels of learning motivation based on the scores obtained from the questionnaire results.

2. Results of Descriptive Statistics for Students' Motivation

Furthermore, the descriptive statistics for the questionnaire data from the experimental and control classes are presented in the following tables.

Table 4.4 Descriptive Statistics of the Pre-Test and Post-test Scores in the Experimental Class

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Kuesioner Experiment	34	9	58	67	62.38	2.559
Post-Kuesioner Experiment	34	7	67	74	70.94	1.841
Valid N (listwise)	34					

Table 4.5 Descriptive Statistics of the Pre-Questionnaire and Post Questionnaire Scores in the Control Class

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Kuesioner Control	33	8	58	66	61.97	2.443
Post-Kuesioner Control	33	7	66	73	69.33	2.010
Valid N (listwise)	33					

Based on the data in Tables 4.4 and 4.5, in connection with the categorization criteria in Table 4.3, there was a significant enhancement in student motivation in both classes. In the experimental class, the pre-questionnaire mean score of 62.38 with a *standard deviation* of 2.559 placed students in the High category. After the intervention using the Wordwall platform, the mean score increased to 70.94 with the standard deviation decreasing to 1.841, indicating that students' motivation levels had risen to the *Very High* category and had become more consistent and even. Meanwhile, the control class also showed an increase in the mean score from 61.97 with a *standard deviation* of 2.443 to 69.33 with a standard deviation of 2.010. Although the control class also moved from the "High" to the "Very High" category, its final score remained below that of the experimental class. This proves that although conventional methods still had a positive impact, the use of Wordwall was far more effective in enhancing student

learning motivation in reading comprehension to reach an optimal level in accordance with the established category intervals.

4.3 Data Requirements Testing

1. Validity Test and Reliability Test of the Instrument

This study aims to determine whether there is an increase in student motivation in reading comprehension through Wordwall, so the instruments used must pass the validation and reliability test stages to ensure their suitability for use in collecting the required data.

a. The Validity and Reliability Test of Questions

The instrument used in this study consisted of questions on reading comprehension of recount texts, which were compiled based on indicators of competence relevant to the learning objectives. These questions were designed to measure students' level of comprehension in understanding the structure, language features, and meaning of recount texts, in accordance with the learning context in Grade VIII at MTs. Al-Mukhlisin Dolok Kahean.

Before being used in data collection, this instrument was first validated to test its content validity with the involvement of experts. The validation was carried out by Mr. Adib Jasni Kharisma, S.Pd, M.Hum., as a lecturer in English Education, and Mrs. Sri Haslina S.Pd., as the English teacher. The assessment was carried out using a validation sheet that covered several aspects, including the structure of the question format, content suitability, and clarity of the language used.

Based on the validation results, Mr. Adib Jasni Kharisma, S.Pd., M.Hum, and Mrs. Sri Haslina, S.Pd., gave a score in the “good” category for all aspects, indicating that minor revisions to the wording of the items were needed. The validators agreed that this instrument was suitable for use in research after minor revisions and adjustments to the level of difficulty of the items.

Regarding reliability testing, this study did not mechanically use statistical reliability tests (such as Cronbach’s Alpha or Kuder-Richardson). This is because the research instrument consisted of a combination of multiple-choice and essay items, each of which had different scoring characteristics. Consequently, the reliability of the instrument was ensured through Content Validity and Expert Judgment conducted by Professional validators.

The involvement of validators in qualitatively reviewing the questions ensures that each question is consistent with the reading comprehension indicators and learning objectives. Therefore, the test instrument used in this study was declared valid in terms of content and was declared suitable for use in measuring the reading comprehension level of students in class VIII MTs. Al-Mukhlisin Dolok Kahean.

b. Validity Test of Questionnaire

The instruments used in this study consisted of reading comprehension questionnaires compiled based on aspects relevant to the indicators of the research variables. These questionnaires were designed to measure student

motivation in reading comprehension through two indicators, namely the level of student activity and interest in the reading comprehension process. Before being used in data collection, this instrument was first validated to test its content validity by involving two experts. This validation was carried out by Mr. Adib Jasni Kharisma, S.Pd., M.Hum, as a lecturer in English Education, and Mrs. Sri Haslina, S.Pd., as an English teacher. This assessment was carried out through a validation sheet that covered several aspects, including the relevance, clarity of language, and level of ambiguity of the questionnaire items.

Based on the results of the validation, Mr. Adib Jasni Kharisma, S.Pd., M.Hum., and Mrs. Sri Haslina, S.Pd. stated that the questionnaire was in accordance with good instrument standards as reviewed from three main aspects contained in the validation sheet, such as relevance, clarity of language, and level of ambiguity.

After conducting a content validity test, an empirical validity test was conducted using the *Pearson Product-Moment* correlation method. This empirical validity test served to correlate each item statement with the total questionnaire score. The calculation was performed using the SPSS program. The following is a summary of the questionnaire item validity test results:

Table 4.6 *The Results of the Questionnaire Validity Test of Motivation in Reading Comprehension*

Statement	r count	r table (5%)	Description
P1	0,552	0,361	Valid
P2	0,557	0,361	Valid
P3	0,495	0,361	Valid
P4	0,422	0,361	Valid
P5	0,405	0,361	Valid
P6	0,450	0,361	Valid
P7	0,460	0,361	Valid
P8	0,550	0,361	Valid
P9	0,574	0,361	Valid
P10	0,482	0,361	Valid
P11	0,424	0,361	Valid
P12	0,570	0,361	Valid
P13	0,457	0,361	Valid
P14	0,593	0,361	Valid
P15	0,675	0,361	Valid
P16	0,422	0,361	Valid
P17	0,653	0,361	Valid
P18	0,605	0,361	Valid
P19	0,414	0,361	Valid
P20	0,618	0,361	Valid

Based on Table 4.6, there were 20 statements in the questionnaire on motivation in reading comprehension. All 20 statements had a calculated r value greater than the table r value (0.361), so they were declared valid. The validity test was conducted using *Pearson's Product-Moment* correlation involving 30 test

respondents taken from outside the research population. The results show that each statement in the questionnaire is suitable for measuring student motivation in reading comprehension. Therefore, the motivation questionnaire used in this study has good validity.

c. Reliability Test of Questionnaire

Reliability testing was conducted to determine the internal consistency of the questionnaire, to ensure that each statement in the questionnaire produced stable and reliable data. The reliability of the questionnaire in this study was tested using the Cronbach's Alpha method with the help of SPSS version 26.

Table 4.7 *The Results of the Reliability Test of the Motivation Questionnaire in Reading Comprehension*

Reliability Statistics	
Cronbach's Alpha	N of Items
0.862	20

Based on Table 4.7, the *Cronbach's Alpha* value obtained from the 20 items in the questionnaire was 0.862. This value indicates that the questionnaire has high reliability because it exceeds the standard value ($0.862 > 0.70$). This indicates that the items in the questionnaire are sufficiently consistent and reliable for measuring student motivation in reading comprehension. The results of this questionnaire were then used to measure students' initial motivation before and after being given

treatment using Wordwall media. Although not the main measuring tool, reliability testing is still important to see whether the questionnaire data obtained can be used for further analysis. From these results, it can be concluded that the motivation questionnaire used is reliable and suitable for use in research.

2. Normality Test of Reading Comprehension Test and Questionnaire

A normality test was conducted to determine whether the data from the pre-test and post-test, and the data from the pre-questionnaire and post-questionnaire used in the study were normally distributed. Normality testing is essential because data normality is a key requirement for using parametric statistics, such as t-tests and regression. This study employed the Shapiro-Wilk test because the sample consisted of 67 students, which is less than 100. If the data are normally distributed, then parametric analysis techniques can be applied appropriately.

Table 4.8 *The Result of the Normality Test for the Test Scores*

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Learning Outcomes	Pre-Test Experiment	.944	34	.080
	Post-Test Experiment	.948	34	.105
	Pre-Test Control	.942	33	.078
	Post-Test Control	.945	33	.092

Based on Table 4.8, normality tests were conducted on the reading comprehension test in the experimental and control classes. The results shows that the significance value for the pre-test in the experimental class was 0.080, and the significance value for the post-test in the experimental class was 0.105. Meanwhile, the significance value obtained from the pre-test in the control class was 0.78, and the significance value for the post-test in the control class was 0.92. Since all significance values for each class were greater than 0.05, it can be concluded that H_0 was accepted. The learning outcome data were normally distributed. Therefore, hypothesis testing could be performed using parametric statistical analysis.

Based on the results of the normality test in Table 4.8, it was known that the significance value was > 0.05 for all data groups. This finding was supported visually through the Normal Q-Q Plot graph, which were displayed as follows:

1. Experimental Class

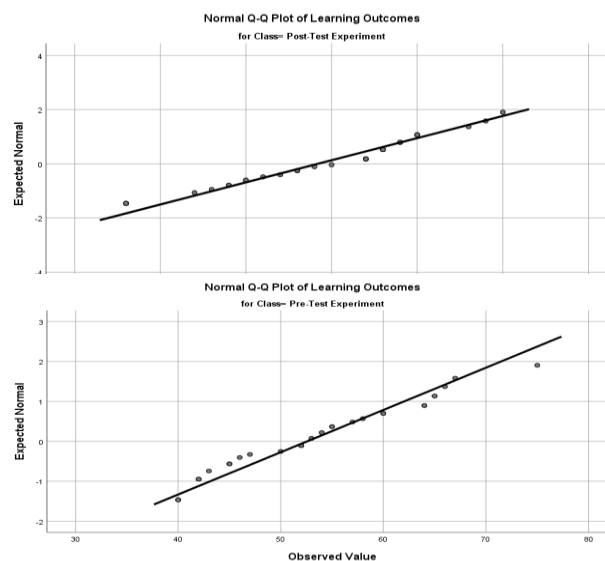


Figure 4.3 Normal Q-Q Plot of Pre-Test and Post-Test Experimental Class

Based on Figure 4.3, it can be concluded that the learning outcomes in reading comprehension in the experimental class in the pre-test and post-test stages were normally distributed. In the pre-test phase, the data points consistently follow the diagonal line, indicating that students' initial scores were distributed within a reasonable range. Furthermore, in the post-test phase, the data points appear closer together and more aligned with the diagonal line compared to the pre-test results. This pattern indicates that after receiving the intervention, students' learning outcomes underwent stable changes and consistently remained within the criteria of a normal distribution.

2. Control Class

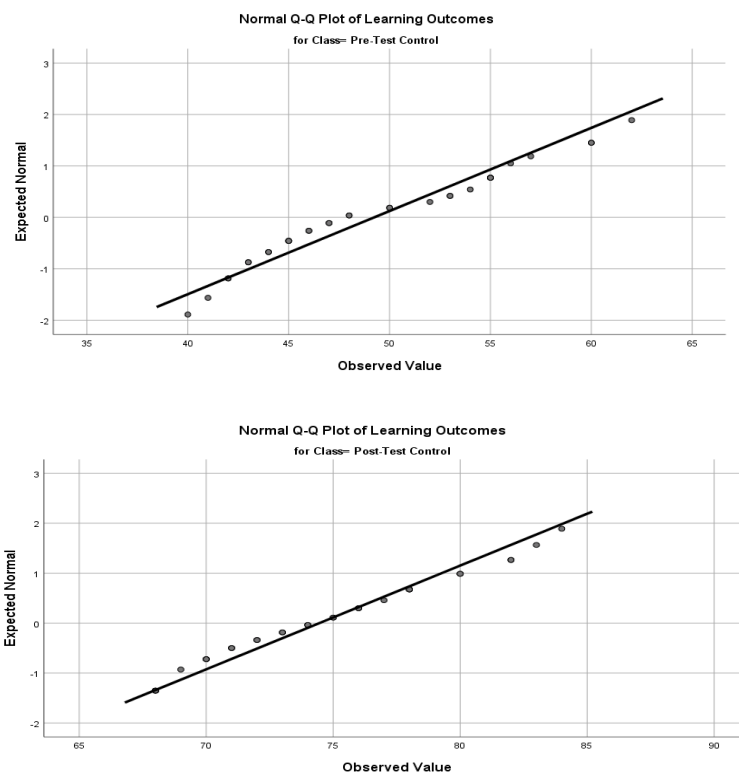


Figure 4.4 *Normal Q-Q Plot of Pre-test and Post-Test Control Class*

Based on Figure 4.4, it can be seen that students' learning outcomes in reading comprehension in the control class, both before and after the study, follow a normal distribution. In the pre-test phase, the data points appear to follow a diagonal line, indicating that the initial abilities of students in this class are distributed normally. Similarly, in the post-test results, even though students in the control class were not given special treatment using the Wordwall medium, the data points remained clustered around the diagonal line without showing any outliers. This confirms that the control class data remains consistent with the criteria for normal distribution and meets the requirements for the next stage of statistical analysis.

Table 4.9 The Result of the Normality Test Questionnaire

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
The Result of the Questionnaire	Pre-Questionnaire Experiment	.954	34	.162
	Post-Questionnaire Experiment	.954	34	.165
	Pre-Questionnaire Control	.949	33	.122
	Post-Questionnaire Control	.950	33	.129

Based on Table 4.9, the normality tests were conducted on the motivation questionnaire in reading comprehension for the experimental and control classes.

The results showed that the significance value for the pre-questionnaire in the experimental class was 0.162, and the significance value for the post-questionnaire in the experimental class was 0.165. Meanwhile, the significance value obtained from the pre-test questionnaire test in the control class was 0.122, and the significance value for the post-test questionnaire in the control class was 0.129. Since all significance values for each class were greater than 0.05, it can be concluded that H_0 is accepted. The result of the questionnaire data was normally distributed. Therefore, hypothesis testing could be performed using parametric statistical analysis.

Based on the statistical test results in Table 4.9, it was known that the significance value (Sig.) for the questionnaire data was above 0.05, so H_0 was accepted, which means that the data was normally distributed. To support this finding, the following were displayed visually through the Normal Q-Q Plot graph as follows.

1. Experimental Class

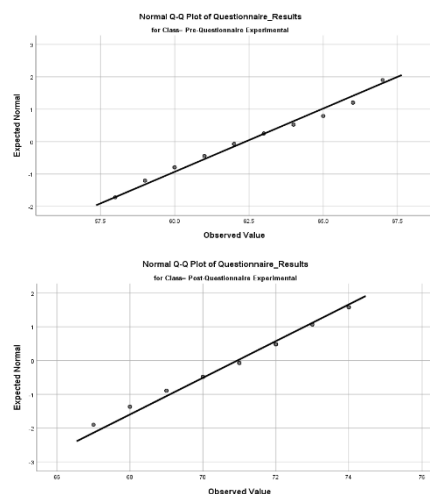


Figure 4.5 Normal Q-Q Plot of Pre-Questionnaire and Post-Questionnaire Experimental Class

Based on Figure 4.5 above, it can be observed that the motivation questionnaire data for the experimental class, both before and after the intervention, followed a normal distribution pattern. In the pre-questionnaire phase, the data points were positioned consistently along the diagonal line, indicating that the students' initial motivation levels were spread normally. Furthermore, the post-questionnaire results in the same figure show that the data points remain closely clustered around the diagonal line without any extreme outliers. This stability demonstrates that the students' responses regarding their motivation in reading comprehension consistently met the criteria for normal distribution, providing a solid basis for the next stage of statistical analysis.

2. Control Class

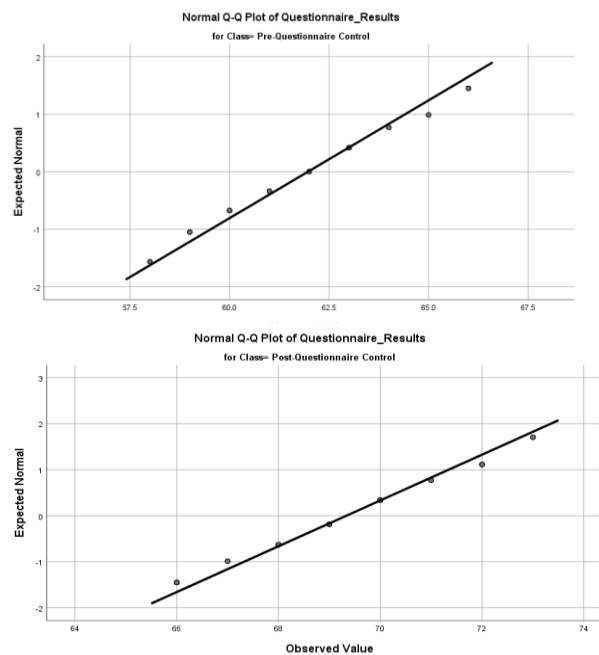


Figure 4.6 *Normal Q-Q Plot of Pre-Questionnaire and Normal Q-Q Plot of Post-Questionnaire Control Class*

Based on Figure 4.6, it is clear that the questionnaire data for the control class exhibited a normal distribution from the beginning to the end of the study. In the pre-questionnaire phase, the data points were evenly distributed along the diagonal line, reflecting a balanced distribution of students' initial motivation. Similarly, the post-questionnaire results show that the data points remain near the diagonal axis without any irregular patterns or significant data gaps. This stable consistency confirms that the students' responses in the control class consistently meet the standards of normality, thereby ensuring that the data is statistically valid for the next stage of analysis.

3. Homogeneity Test of the Reading Comprehension Test and Questionnaire

The homogeneity test aims to determine whether data groups obtained from the population have the same variance. This was part of the statistical testing procedure. If the significance was less than 0.05, the data were considered not homogeneous, whereas if the significance was greater than 0.05, the data were homogeneous. Below are the results of the homogeneity test using the SPSS program.

Table 4.10 Homogeneity Test of The Test Scores and Questionnaire

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes Reading Comprehension	Based on Mean	3.068	1	65	.085
	Based on Median	2.845	1	65	.096
	Based on Median and with adjusted df	2.845	1	61.780	.097
	Based on trimmed mean	3.070	1	65	.084
The Result of the Questionnaire	Based on Mean	.222	1	65	.639
	Based on Median	.113	1	65	.738
	Based on Median and with adjusted df	.113	1	64.793	.738
	Based on trimmed mean	.225	1	65	.637

Table 4.10 above presents the results of the homogeneity test to determine whether the data from the experimental and control classes share the same variance. Based on the statistical output, the *Levene Statistic* for the learning outcomes was 3.068 with a significance (Sig.) value of 0.085, which was greater than the 0.05 threshold ($0.085 > 0.05$). Similarly, the questionnaire results show a *Levene Statistic* of 0.222 with a significance value of 0.639, also exceeding the 0.05 limit. These results indicate that both the reading comprehension scores and the motivation questionnaire data had a homogeneous variance across the research groups. Consequently, it can be concluded that the data is consistent and satisfies

the requirements for further parametric statistical analysis using the Independent Samples T-Test.

4.4 Hypothesis Test

The hypothesis test was conducted to statistically test whether the use of Wordwall learning media had a significant effect on students' reading comprehension motivation when compared to conventional methods in the control class.

In this study, the hypothesis was tested using two approaches, namely the *Paired T-test* and the *Independent T-test*. The Paired T-test was used to measure whether there was an increase in pre-test and post-test scores, as well as initial questionnaire and final questionnaire results in each class, both experimental and control. Meanwhile, the Independent T-test was used to compare the final results of the post-test and final questionnaire between the experimental and control classes to determine how effective the media being tested was.

a. Paired Sample T-Test

The Paired Samples T-test is used to compare pre-test and post-test scores in each group, both the experimental class and the control class. In addition to test results, this test was also used to measure changes in student motivation levels by comparing the initial and final questionnaire scores in both classes.

Table 4.11 Paired Sample T-Test between Pre-Test and Post- Test Scores and Paired T-Test Between Pre-Questionnaire and Post-Questionnaire of the Experimental Class

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Lower	Upper								
Pair 1	Score Pre-Test Experiment – Score Post-Test Experiment (After Intervention)	-26.618	4.742	0.813	-28.272	-24.963	-32.731	33	0.000
Pair 1	Pre-Questionnaire Experiment Post-Questionnaire Experiment	-8.559	2.676	0.459	-9.493	-7.625	-18.647	33	0.000

Table 4.11 above presents the results of the paired sample t-test for the experimental class, indicating that for the reading comprehension variable, there was a difference in mean scores of -26.618, with a calculated t-value of -32.731 at 33 degrees of freedom (*df*). The significance value (*Sig. 2-tailed*) obtained for this variable is 0.000, which is far smaller than the significance level of 0.05. Meanwhile, for the student motivation variable, the resulting mean difference was -8.559 with a t-value of -18.647 and a significance value also showing 0.000. Furthermore, the *95% Confidence Interval of the Difference* for both variables does not cross the zero line, which strengthens the evidence that the difference in scores before and after the treatment is real and consistent. Therefore, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted; thus, statistically, the use of the Wordwall media

proved to be effective and has a significant effect on enhancing reading comprehension as well as student learning motivation in the experimental class.

Table 4.12 Paired Sample T-Test between Pre-Test and Post- Test Scores and Paired Sample T-Test between Pre-Questionnaire and Post- Questionnaire Scores of the Control Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Control - Post-Test Control	-25.212	7.881	1.372	-28.007	-22.418	-18.377	32	0.000
Pair 1	Pre-Questionnaire Control - Post-Questionnaire Control	7.364	0.822	0.143	-7.655	-7.072	-51.444	32	0.000

The results of the paired samples t-test on Table.12 showed that the significance value (*two-tailed*) for both the test scores and the questionnaire scores was 0.000. Since this figure was less than 0.05, this proves that conventional learning was still capable of contributing to students' learning development and motivation. This indicates that even without digital media, students in the control class still experienced a significant improvement in their abilities. However, when compared, this improvement was not as superior as the results achieved by the

experimental class. Thus, it can be concluded that although conventional methods remain functional, the use of the interactive Wordwall media proved to be significantly more effective in maximizing student motivation and learning outcomes.

b. Independent Sample T-Test of Reading Comprehension Test and Questionnaire

The independent samples t-test was used to compare the means of two unpaired groups, namely the experimental class and the control class. Specifically, this test was used to determine whether there was a significant difference in reading comprehension ability between students taught using Wordwall media and students taught using conventional methods, as well as to test whether there was a significant difference in the level of learning motivation between the group of students who received treatment using Wordwall media and the group of students in the control class.

Table 4.13 Independent Sample T-Test between Experimental Class and the Control Class Test Scores

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	0.118	0.733	4.204	65	0.000	6.994	1.664	3.671	10.317
	Equal variances not assumed			4.191	61.883	0.000	6.994	1.669	3.658	10.330

Based on Table 4.13, the results of the Independent Sample T- Test showed that the significance score in *Levene's Test for Equality of Variances* reached 0.733. Because this number was higher than 0.05 ($0.733 > 0.05$), it can be concluded that the data variance between the experimental group and the control group was homogenous, thus referring the *assumption of equal variances*. In the *t-test for Equality of Means* section, a t-value of 4.204 was obtained with a significance (Sig. 2-tailed) of 0.000. Because this significance value was less than 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) was rejected, and the alternative (H_a) was accepted. This indicated a statistically significant difference in learning outcomes between students taught using Wordwall media and students taught using conventional methods. The *Mean Difference* of 6.994 showed that the use of Wordwall interactive media resulted in better achievements for students.

Table 4.14 Independent Sample T-Test between the Experimental Class and the Control Class Questionnaire Scores

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Result of the Questionnaire	Equal variances assumed	0.236	0.629	3.416	65	0.001	1.608	0.471	0.668	2.548
	Equal variances not assumed			3.411	64.110	0.001	1.608	0.471	0.666	2.549

The result of the Independent Sample T-Test above in table 4.14 for questionnaire data, shows that the significance value (Sig.) in *Levene's Test for Equality of Variances* was 0.629. Since this significance value was greater than 0.05 ($0.629 > 0.05$), it can be concluded that the variance of the questionnaire data in the experimental class and the control class was homogeneous. Therefore, this data analysis was conducted under the assumption of *equal variance*. The t-value obtained was 3.416, and the significance value (Sig. 2-tailed) was 0.001. Because this significance value was less than 0.05 ($0.001 < 0.05$), the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This indicates that there is a significant difference in motivation levels between students who learn using Wordwall media and students who use conventional methods. The *mean difference* of 1.608 shows that the motivation level of the experimental class was superior to that of the control class.

4.5 Discussion of Research Results

This study aims to determine the increase in student motivation in reading comprehension through *Wordwall*. Based on the results of data analysis, it was found that *Wordwall* media plays a significant role in improving students' reading comprehension. Based on the analysis using the *Paired Sample T-Test*, it was found that both groups showed a significant increase in reading learning outcomes and student motivation (Sig. 0.000). Based on the learning outcomes obtained, the experimental class recorded an average increase of 26.618, which was higher than the control class, which only increased by 25.212. Meanwhile, based on the results of the reading comprehension motivation questionnaire, the experimental class showed an average increase of 8.559, surpassing the control class, which only increased by 7.364. This showed that although traditional methods were still influential, the use of *Wordwall* interactive media provides a more significant boost for students.

Furthermore, the results of the *Independent Sample T-Test* support the previous findings by showing a significant difference between the two classes. Based on learning outcomes (*reading comprehension*), there was a significant difference of 6.994, which indicated the superiority of the experimental class with a significance level of 0.000. Meanwhile, in terms of motivation, the experimental class was also proven to be significantly higher with an average difference of 1.608 (Sig. 0.001). These data prove that the difference in final results between the experimental and control classes was not a coincidence, but rather the real result of the *Wordwall* media intervention, which provided an interactive learning

experience for the experimental class compared to the control class. This is in line with Kurnia et al. (2024), who explained that Wordwall is an interactive learning media used by teachers to improve student learning outcomes during the learning process in the classroom. Thus, the interactive features found in Wordwall effectively increase student engagement, which ultimately results in higher learning outcomes and greater motivation to learn.

The results of this study are also in line with research conducted by Sri Purwanti et al. (2024) on the effect of the Wordwall application on reading comprehension. In her study, Purwanti found that the use of Wordwall was effective in overcoming low motivation and difficulties in understanding texts. Although Sri Purwanti et al. (2024) used the Classroom Action Research (CAR) method on narrative texts, the experimental results in this study provide empirical reinforcement through the True Experimental method that Wordwall intervention significantly improves students' mean scores in reading comprehension of recount texts.

The fundamental difference lies in the focus of the obstacles being addressed. While Sri Purwanti et al. (2024) research emphasizes increasing the percentage of scores in each cycle, this study more specifically proves that Wordwall is able to minimize students' negative perceptions of English learning, which is considered complicated. This proves that the interactive features in Wordwall not only serve as game elements but also as educational solutions that can help students in the process of understanding learning materials that are considered difficult.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of data analysis from research that has been conducted on enhancing students' motivation in reading comprehension through Wordwall, the following conclusions can be drawn.

1. The pre-test results for reading comprehension skills showed that the experimental class had an average score of 52.41, while the control class had an average score of 46.69. The difference between the two groups was only about 5.72, indicating that the initial abilities of the two classes were relatively equal.
2. There was a significant difference in students' motivation and reading comprehension results before and after using Wordwall. This was evidenced by the Independent Sample t-Test results, which showed a significant value (*Sig. 2-tailed*) of 0.000 for the test results and 0.001 for the motivation questionnaire, where both results were less than 0.05.
3. The implementation of Wordwall media has been proven to increase students' motivation in reading comprehension more effectively than conventional methods. The experimental class recorded an average reading comprehension score of 79.20 on the post-test, with a higher increase in motivation (8.559) compared to the control class with an average score of 72.51, and an increase in motivation (7.364). This is in

line with Lestari, (2021) statement, which reveals that Wordwall is an effective tool for improving reading comprehension. The interactive features in Wordwall successfully created a fun learning atmosphere and reduced student boredom.

5.2 Suggestion

Based on the results of this study, the researchers recommend the following.

1. For the teachers, it is recommended to use interactive media such as *Wordwall* in the learning process, especially for reading materials. This media can attract students' attention and create a fun learning environment, as well as increase students' active involvement in class.
2. For the schools, it is hoped that they can support the use of interactive media-based learning by providing supporting facilities such as internet networks, computers, and projectors in classrooms. With adequate facilities, Wordwall and similar interactive media can be used optimally.
3. For the students, it is hoped that they can utilize interactive learning media not only as a learning aid, but also as a fun learning tool to foster an interest in reading and expand their vocabulary. Thus, learning activities in reading comprehension become more active and less boring.
4. For the future researchers, it is recommended that this be used as a basic reference for exploring the use of Wordwall in language skills other than reading, such as vocabulary acquisition or listening, as well as in more varied types of texts with a broader sample scope.

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APPENDICES

Appendix 1: Research Permit Letter

 UMSU Unggul Cerdas Terpercaya	<p>MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PESAT MUHAMMADIYAH</p> <p>UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA</p> <p>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</p> <p>UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK.BAN-PT/AK-KP/PT/IX/2022</p> <p>Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp: (061) 6622400 - 66224567 Fax: (061) 6625474 - 6631003</p> <p>https://kip.umsu.ac.id kip@umsu.ac.id umsu.medan umsu.medan umsu.medan umsu.medan</p>		
Nomor	: 1659/II.3-AU/UMSU-02/F/2025	Medan, 01 Shafar	<u>1447 H</u>
Lam	: ---	26 Juli	2025 M
Hal	: Permohonan Izin Riset		
<p>Kepada Yth, Bapak Kepala Sekolah MTs. Al-Mukhlisin Dolok Kahean di Tempat</p> <p><i>Bismillahirrahmanirrahim</i> <i>Assalamu'alaikum Wr. Wb</i></p> <p>Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :</p> <p>Nama : Della Puspita Anggraini N P M : 2102050038 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Enhancing Students' Motivation in Reading Comprehension through Wordwall : An Experimental Study.</p> <p>Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin. Wassalamu'alaikum</p> <div style="display: flex; justify-content: space-between; align-items: center;"><div data-bbox="395 1624 486 1713"></div><div data-bbox="821 1556 1125 1803"><p>Dekan</p><p>Dra. H. Syahidurnita, M.Pd. NIDN.0004066701</p></div></div> <p>**Pertinggal**</p> <div style="display: flex; justify-content: center; align-items: center;"></div>			

Appendix 2: Research Verification Letter from the School



**YAYASAN PERGURUAN AL-MUKHLISIN
MADRASAH TSANAWIYAH SWASTA AL-MUKHLISIN DOLOK KAHEAN**

Jln.Medan Km.10 Dolok Kahean No Telp. Fax
Kelurahan Dolok Kahean Kec.Tapian Dolok Kab.Simalungun Kode Pos 21154

Nomor : 009/MTs-AMK/DK/VIII/2025
Lampiran : -
Hal : Pemberitahuan

Kepada Yth, Bapak Dekan
Universitas Muhammadiyah Sumatera Utara

di-

Tempat

Assalamu'alaikum Wr. Wb

Dengan hormat.

Berdasarkan Surat Pengantar Izin Riset dari Universitas Muhammadiyah Sumatera Utara "UMSU" dengan Nomor: 1659/IL.3-AU/UMSU-02/F/2025 tanggal 26 Juli 2025 yang dilaksanakan oleh :

Nama : Della Puspita Anggraini
NPM : 2102050038
Program Studi : Pendidikan Bahasa Inggris

Maka kami memberi izin kepada saudara untuk melaksanakan riset di Madrasah Tsanawiyah Al-Mukhlisin Dolok Kahean demi mendapatkan keterangan atau data-data dalam penyusunan skripsi yang berjudul: "Enhancing Students' Motivation in Reading Comprehension through Wordwall : An Experimental Study"

Demikian surat balasan Permohonan Melaksanakan riset ini kami berikan untuk dapat dipergunakan.

Wassalamu'alaikum Wr. Wb

Dolok Kahean, 15 Agustus 2025

Kelompok Madrasah,



[Signature]
MIB SUPRIADI, S.Ag, M.Si

Appendix 3: Lesson Plan for the Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Satuan Pendidikan	:	MTs. Al-Mukhlisin Dolok Kahean
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII
Materi Pokok	:	Recount Text (Personal Recount)
Alokasi Waktu	:	2x40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang dan teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Menghargai dan menghayati ajaran agama yang dianutnya.	1.1.1 Berdoa sebelum dan sesudah melakukan sesuatu 1.1.2 Mengucapkan rasa Syukur atas karunia Tuhan 1.1.3 Memberi salam sebelum dan sesudah menyampaikan pendapat.
3.8 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.	3.8.1 Menganalisis bagian-bagian teks <i>recount</i> (Orientation, Events, Reorientation) dari teks yang dibaca. 3.8.2 Menjelaskan tujuan komunikatif dari teks <i>recount</i> (yaitu menceritakan kembali pengalaman masa lalu). 3.8.3 Mengidentifikasi unsur kebahasaan spesifik yang digunakan dalam teks <i>recount</i> (misalnya <i>Simple Past Tense</i> , <i>adverb of time adverb of sequence</i> , etc).

	3.8.4 Menemukan informasi rinci (literal) yang terdapat dalam teks <i>recount</i>
4.8 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal <i>recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>4.8.1 Menganalisis dan memilih jawaban yang tepat untuk pertanyaan pilihan ganda terkait informasi literal dan tersirat dalam teks <i>recount</i>.</p> <p>4.8.2 Menghubungkan informasi dari teks untuk menyusun jawaban esai yang lengkap dan benar (menggunakan kalimat <i>Simple Past Tense</i> yang tepat).</p> <p>4.8.3 Menunjukkan sikap antusias dan partisipasi tinggi saat menyelesaikan tugas pemahaman membaca menggunakan media <i>Wordwall</i>.</p>

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran siswa diharapkan dapat :

1. mampu memahami tujuan teks *recount*
2. mampu mengidentifikasi struktur teks *recount*
3. mampu mengidentifikasi unsur kebahasaan teks *recount*
4. mampu mengidentifikasi informasi tertentu yang terkandung dalam teks *recount*.

D. Materi Pembelajaran

1. *Faktual Recount Text* adalah salah satu jenis teks yang berisi cerita pengalaman kita di masa lampau. Tujuan *Recount Text* biasanya untuk menceritakan kembali dan memberikan informasi serta menghibur pembaca
2. *Konseptual*

Struktur Recount Text

- a. *Orientation* : Menceritakan mengenai latar belakang informasi tentang siapa, di mana, kapan kejadian atau peristiwa terjadi.
- b. *Events*: Menceritakan serangkaian peristiwa yang terjadi sesuai urutan kronologis.
- c. *Re-orientation* : Merupakan penutup atau kesimpulan cerita. Untuk menutup suatu cerita, kita bisa memberikan pendapat kita mengenai cerita tersebut.

Unsur Kebahasaan Recount Text

- a. Menggunakan simple past tense (lampau)

I	Was
You	Were
We	Were
They	Were
She	Was
He	Was
It	Was

Subjek + Verb 2

Eg, I walked, she woke up

Subject + be (was, were) + Complement

Eg, It was hard, he arrived, etc.

- b. Menggunakan Adverb of Time (Keterangan waktu) digunakan untuk menunjukkan masa lalu. Seperti Yesterday, Last week, Last month, An hour ago, A year ago.

- c. Menggunakan Adverb of sequence (Keterangan urutan) digunakan untuk menunjukkan urutan kejadian. Seperti First, Then, At Last, Then, After that, Finally.

E. Metode Pembelajaran

Model: Discovery learning

Metode: Tanya jawab, diskusi kelompok dan latihan membaca serta latihan soal melalui Wordwall.

F. Media Dan Bahan

1. Media : Papan tulis, text recount, PowerPoint.
2. Alat : Laptop, proyektor, dan media Wordwall

G. Sumber Belajar

Buku paket Bahasa Inggris kelas VIII, website Wordwall

H. Langkah- Langkah Kegiatan Pembelajaran

Tahap	Kegiatan	Alokasi Waktu
Kegiatan awal (Pendahuluan)	<ol style="list-style-type: none"> 1. Guru memeriksa kehadiran dan kesiapan siswa. 2. Guru menanyakan pengalaman liburan terakhir siswa. 3. Guru menyampaikan bahwa mereka akan belajar sambil bermain <i>game</i> interaktif yang menarik (Wordwall). 4. Guru menyampaikan tujuan pembelajaran. 	10 menit

Kegiatan Inti	<p>a. Penyampaian Materi</p> <ol style="list-style-type: none"> 1. Guru menjelaskan pengertian recount text, generic structure, language features, dan type of recount text, salah satunya seperti personal recount. 2. Guru memberikan text “My Wonderful trip To Borobudur” dan meminta siswa untuk membaca sekilas. 3. Guru memberikan pertanyaan: “Apa saja bagian cerita yang wajib ada dalam teks ini?” <p>b. Mengorganisir peserta didik untuk belajar</p> <ol style="list-style-type: none"> 1. Guru membagi siswa ke dalam beberapa kelompok kecil yang terdiri dari 6-7 orang. 2. Guru menjelaskan aturan dan langkah-langkah cara penyelesaian soal atau game nya. 3. Guru mengarahkan siswa untuk mengakses Wordwall 	60 menit

	<p>dan menggunakan fitur Matching pairs atau Unjumble untuk menguji kosakata sulit.</p> <p>c. Membimbing penyelidikan individual maupun kelompok</p> <ol style="list-style-type: none">1. Guru mengarahkan siswa menggunakan fitur Group Sort. Siswa secara aktif mengelompokkan kalimat-kalimat teks ke dalam kategori Orientation, Events, dan Re-orientation.2. Siswa membandingkan hasil pengelompokan mereka.3. Guru memimpin diskusi tentang hasil <i>Group Sort</i> di Wordwall, memverifikasi struktur yang benar, dan menjelaskan fungsi sosial teks <i>Recount</i>. <p>d. Mengembangkan dan menyajikan hasil karya</p> <ol style="list-style-type: none">1. Guru meminta siswa mendiskusikan secara	
--	---	--

	<p>berkelompok dan merumuskan struktur teks dan unsur kebahasaan teks recount dari teks yang sudah dibagikan sebelumnya.</p> <p>2. Setelah siswa selesai merumuskan struktur dan unsur kebahasaan teks recount, guru meminta masing-masing perwakilan kelompok untuk membacakan hasil diskusi mereka.</p> <p>3. Setelah itu, guru memberikan feedback terkait teks recount yang dibacakan.</p>	
<p>Penutup</p>	<p>1. Guru meminta beberapa siswa untuk menyimpulkan tentang materi pembelajaran tentang teks recount.</p>	<p>10 Menit</p>

	<p>2. Guru mengajak siswa merefleksikan manfaat kerja sama dalam kelompok.</p> <p>3. Guru memberikan tugas individu kepada siswa untuk mengerjakan soal pilihan berganda dan uraian yang sudah disediakan.</p> <p>4. Guru menutup pelajaran dengan doa dan motivasi kepada siswa agar terus berlatih pemahaman membaca.</p>	
--	---	--

Mengetahui,

Mahasiswa

Guru Mata Pelajaran

Della Puspita Anggraini

Sri Haslina, S.Pd.

Kepala Sekolah

Mhd. Supriadi, S.Ag.

Appendix 4: Lesson Plan for the Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan	:	MTs. Al-Mukhlisin Dolok Kahean
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII
Materi Pokok	:	Recount Text (Personal Recount)
Alokasi Waktu	:	2x40 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang dan teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Menghargai dan menghayati ajaran agama yang dianutnya.	1.1.1 Berdoa sebelum dan sesudah melakukan sesuatu 1.1.2 Mengucapkan rasa syukur atas karunia Tuhan 1.1.3 Memberi salam sebelum dan sesudah menyampaikan pendapat.
3.8 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.	3.8.1 Menganalisis bagian-bagian teks <i>recount</i> (Orientation, Events, Reorientation) dari teks yang dibaca. 3.8.2 Menjelaskan tujuan komunikatif dari teks <i>recount</i> (yaitu menceritakan kembali pengalaman masa lalu). 3.8.3 Mengidentifikasi unsur kebahasaan spesifik yang digunakan dalam teks <i>recount</i> (misalnya <i>Simple Past Tense, adverb of time adverb of sequence, etc.</i>) 3.8.4 Menemukan informasi rinci (literal) yang terdapat dalam teks <i>recount</i> .

<p>4.8 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.8.1 Menganalisis dan memilih jawaban yang tepat untuk pertanyaan pilihan ganda terkait informasi literal dan tersirat dalam teks <i>recount</i>.</p> <p>4.8.2 Menghubungkan informasi dari teks untuk menyusun jawaban esai yang lengkap dan benar (menggunakan kalimat <i>Simple Past Tense</i> yang tepat).</p> <p>4.8.3 Menunjukkan sikap antusias dan partisipasi tinggi saat menyelesaikan tugas pemahaman membaca menggunakan media <i>Wordwall</i>.</p>
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C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran siswa diharapkan dapat :

1. mampu memahami tujuan teks recount
2. mampu mengidentifikasi struktur teks recount
3. mampu mengidentifikiasi unsur kebahasaan teks recount
4. mampu megidentifikasi informasi tertentu yang terkandung dalam teks recount.

D. Materi Pembelajaran

1. *Faktual* Recount Text adalah salah satu jenis teks yang berisi cerita pengalaman kita di masa lampau. Tujuan Recount Text biasanya untuk menceritakan kembali dan memberikan informasi serta menghibur pembaca.

2. *Konseptual*

Struktur Recount Text

- a. *Orientation*: Menceritakan mengenai latar belakang informasi tentang siapa, di mana, dan kapan kejadian atau peristiwa terjadi.
- b. *Events*: Menceritakan serangkaian peristiwa yang terjadi sesuai urutan kronologis.
- c. *Re-orientation*: Merupakan penutup atau kesimpulan cerita. Untuk menutup suatu cerita, kita bisa memberikan pendapat kita mengenai cerita tersebut.

Unsur Kebahasaan Recount Text

- a. Menggunakan simple past tense (lampau).

I	Was
You	Were
We	Were
They	Were
She	Was
He	Was
It	Was

Subjek + Verb 2

Eg, I walked, she woke up

Subject + be (was, were) + Complement

Eg, It was hard, he arrived, etc.

- b. Menggunakan Adverb of Time (Keterangan waktu) digunakan untuk menunjukkan masa lalu. Seperti Yesterday, Last week, Last month, An hour ago, A year ago.
- c. Menggunakan Adverb of sequence (Keterangan urutan) digunakan untuk menunjukkan urutan kejadian. Seperti First, Then, At Last, Then, After that, Finally.

E. Metode Pembelajaran

Model : Discovery learning

Metode : Tanya jawab, diskusi kelompok, latihan membaca, serta latihan soal melalui Wordwall.

F. Media Dan Bahan

3. Media : Papan tulis, text recount, PowerPoint.

4. Alat : Laptop, proyektor, dan media Wordwall

G. Sumber Belajar

Buku paket Bahasa Inggris kelas VIII, website Wordwall

H. Langkah- Langkah Kegiatan Pembelajaran

Tahap	Kegiatan	Alokasi Waktu
Kegiatan awal (Pendahuluan)	<ol style="list-style-type: none">1. Guru memeriksa kehadiran dan kesiapan siswa.2. Guru menanyakan pengalaman liburan terakhir siswa.3. Guru menyampaikan bahwa mereka akan belajar sambil bermain <i>game</i> interaktif yang menarik (Wordwall).4. Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	<p>a. Penyampaian Materi</p> <ol style="list-style-type: none">1. Guru menjelaskan pengertian recount text, generic structure, language features, dan type of	60 menit

	<p>recount text, salah satunya seperti personal recount.</p> <ol style="list-style-type: none">2. Guru memberikan text “My Wonderful trip To Borobudur” dan meminta siswa untuk membaca sekilas.3. Guru memberikan pertanyaan: “Apa saja bagian cerita yang wajib ada dalam teks ini?” <p>b. Mengorganisir peserta didik untuk belajar</p> <ol style="list-style-type: none">1. Guru membagi siswa ke dalam beberapa kelompok kecil yang terdiri dari 6-7 orang.2. Guru menjelaskan aturan dan langkah-langkah cara penyelesaian soal atau game-nya.3. Guru mengarahkan siswa untuk mengakses Wordwall dan menggunakan fitur Matching pairs atau Unjumble untuk menguji kosakata sulit. <p>c. Membimbing penyelidikan individual maupun kelompok</p>	
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	<ol style="list-style-type: none">1. Guru mengarahkan siswa menggunakan fitur Group Sort. Siswa secara aktif mengelompokkan kalimat-kalimat teks ke dalam kategori Orientation, Events, dan Re-orientation.2. Siswa membandingkan hasil pengelompokan mereka.3. Guru memimpin diskusi tentang hasil <i>Group Sort</i> di Wordwall, memverifikasi struktur yang benar, dan menjelaskan fungsi sosial teks <i>Recount</i>. <p>d. Mengembangkan dan menyajikan hasil karya</p> <ol style="list-style-type: none">1. Guru meminta siswa mendiskusikan secara berkelompok dan merumuskan struktur teks dan unsur kebahasaan teks recount dari teks yang sudah dibagikan sebelumnya.2. Setelah siswa selesai merumuskan struktur dan unsur kebahasaan teks recount, guru meminta masing-masing perwakilan kelompok untuk membacakan hasil diskusi mereka.	
--	---	--

	<p>3. Setelah itu, guru memberikan feedback terkait teks recount yang dibacakan.</p>	
Penutup	<ol style="list-style-type: none"> 1. Guru meminta beberapa siswa untuk menyimpulkan tentang materi pembelajaran tentang teks recount. 2. Guru mengajak siswa merefleksikan manfaat kerja sama dalam kelompok. 3. Guru memberikan tugas individu kepada siswa untuk mengerjakan soal pilihan berganda dan uraian yang sudah disediakan. 4. Guru menutup pelajaran dengan doa dan motivasi kepada siswa agar terus berlatih pemahaman membaca. 	10 Menit

Mengetahui,

Mahasiswa

Guru Mata Pelajaran

Della Puspita Anggraini

Sri Haslina, S.Pd.

Kepala Sekolah

Mhd. Supriadi, S.Ag.

Appendix 5: Students' Worksheet (LKPD)

Satuan Pendidikan	:	MTs. Al-Mukhlisin Dolok Kahean
Pengajar	:	Della Puspita Anggraini
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/ Ganjil
Materi Pokok	:	Recount Text (Personal Recount)

1. IDENTITAS

Nama :

Kelas :

2. SOAL

My Exciting Trip to the Zoo

Last Saturday, my class and I went on a study tour to the Zoo in Jakarta. It was a very hot day, but we were all excited to see the animals.

We arrived at the zoo around 9 a.m. Our teacher, Mr. Rahmat, handed out maps and reminded us to stay in groups. The zoo was already crowded with many visitors. My group consisted of me, Rina, and Bima.

First, we visited the primate section. We saw various kinds of monkeys and orangutans swinging happily. Next, we walked to the carnivore area where we saw a huge tiger sleeping under a tree and a hungry lion pacing in its cage. It was thrilling but a little scary! After that, we bought ice cream and juice to cool down because of the heat. Finally, we spent a long time watching the elephants taking a bath in a small pond. They sprayed water with their trunks, which made us laugh.

We left the zoo at 3 p.m., feeling tired but very happy. We took many pictures to remember the day. It was a great educational experience, and I hope we can go again next year!

I. Multiple Choice Questions

Read the text carefully and choose the best answer (A, B, or D) for each question.

1. What is the main topic of this recount text?
 - A. The importance of preserving animals.
 - B. A thrilling experience watching lions.
 - C. A class trip to the Zoo.
 - D. How to get to Jakarta.

2. When did the writer and their class visit the zoo?
 - A. Last Sunday.
 - B. Last holiday.
 - C. Last Saturday.
 - D. At 9 a.m.

3. Who accompanied the class on the study tour?
 - A. The writer's family.
 - B. Rina and Bima.
 - C. Mr. Rahmat.
 - D. The zookeepers.

4. According to the text, what did the teacher do first after they arrived?
 - A. Told them to go home.
 - B. Gave out maps.
 - C. Asked them to buy ice cream.
 - D. Divided them into four groups.

5. Which section did the writer and their friends visit first?
 - A. The carnivore area.
 - B. The elephant pond.
 - C. The primate section.
 - D. The reptile area.

6. Why did the writer and their group buy ice cream and juice?
 - A. They were very hungry.
 - B. They were thirsty and wanted to cool down.
 - C. It was time for lunch.
 - D. The teacher asked them to.

7. The word "thrilling" in the second paragraph means...
 - A. very quiet.
 - B. very boring.
 - C. very exciting.
 - D. very funny.

8. The time connectives used in the "Events" section are...
 - A. Suddenly, Next, Finally
 - B. Then, Before, After.
 - C. First, Next, Finally
 - D. Because, Since, After.

9. The sentence “They sprayed water with their trunks...” (Events section) refers to which animals?
- A. Lions.
 - B. Tigers.
 - C. Elephants.
 - D. Monkeys.
10. What is the writer’s final hope regarding the zoo trip?
- A. To visit the primate section again.
 - B. To take a lot of pictures.
 - C. To go to the zoo again next year.
 - D. To get better grades in school.

II. Essay Questions

Answer the questions below clearly and completely!

1. What information is given in the Orientation part of this text? (Mention *who*, *where*, and *when*.)
2. Based on the text, write down the four main animals that the writer saw in the zoo.
3. Why did the writer use the phrase “thrilling but a little scary” when visiting the carnivore area?
4. Write one sentence from the text that uses the Simple Past Tense to describe an action taken by the animal.
5. What was the feeling of the writer and their classmates when they left the zoo, and what did they do to remember the day?

Appendix 6: Validation Sheet for the Test by Validator 1

Lembar Validasi Tes Pemahaman Membaca

Judul Penelitian : Enhancing Students' Motivation in Reading Comprehension through
Worhwall: An Experimental Study
 Peneliti : Della Puspita Anggraini
 NPM : 2102050038
 Prodi : Pendidikan Bahasa Inggris
 Nama Validator : Adib Jasni Kharisma, S.Pd., M.Hum.
 Petunjuk :

Mohon berikan penilaian Bapak/Ibu terhadap setiap butir pertanyaan dan keseluruhan kuesioner dengan memberikan tanda ceklis (✓) pada kolom angka yang sesuai dengan skala penilaian sebagai berikut.

1 = Tidak baik

2 = Cukup

3 = Baik

4 = Sangat baik

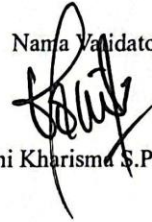
No.	Aspek yang Dinilai	Penilaian				
		1	2	3	4	
1.	Validasi Format	a. Soal ditulis sesuai dengan struktur sistematis (nomor soal, instruksi)			✓	
		b. Tata letak soal rapi dan mudah dibaca			✓	
2.	Validasi Isi	a. Butir soal dirancang untuk mengukur kemampuan pemahaman membaca siswa terhadap teks recount, seperti meliputi kemampuan menganalisis bagian struktur teks (Orientatio, Events, Re-Orientation), mengidentifikasi gambaran umum/ide pokok, informasi tersirat di dalam teks.			✓	
		b. Tingkat kesulitan butir soal (baik Pilihan Ganda maupun Esai) sesuai dengan jenjang kelas/kemampuan siswa yang diuji.			✓	
3.	Unsur Kebahasaan	a. Bahasa yang digunakan dalam butir soal dan pilihan jawaban jelas dan mudah dipahami. b. Soal dirancang untuk mengukur pemahaman siswa terhadap unsur kebahasaan teks recount seperti, (simple			✓	

		past tense, adverb of time, adverb of sequence)			✓	
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Keterangan dan Saran Perbaikan

layak digunakan

Nama Validator



Adib Jasni Kharisma S.Pd.,M.Hum.

18.	Saya berusaha menganalisis teks bacaan bahasa Inggris dengan lebih baik				✓				✓				✓
19.	Saya berusaha berlatih membaca agar bacaan bahasa Inggris saya menjadi baik				✓				✓				✓
20.	Penggunaan media pembelajaran yang menarik membantu saya dalam belajar dan memahami isi bacaan.				✓				✓				✓

Keterangan dan Saran Perbaikan

layale digunakan dengan revisi

Nama Validator



Adib Jasni Kharisma S.Pd.,M.Hum.

Appendix 8: Validation Sheet for the Test by Validator 2

Lembar Validasi Tes Pemahaman Membaca

Judul Penelitian : Enhancing Students' Motivation in Reading Comprehension through
Wordwall: An Experimental Study
 Peneliti : Della Puspita Anggraini
 NPM : 2102050038
 Prodi : Pendidikan Bahasa Inggris
 Nama Validator : Sri Haslina S.Pd.
 Petunjuk :

Mohon berikan penilaian Bapak/Ibu terhadap setiap butir pertanyaan dan keseluruhan kuesioner dengan memberikan tanda ceklis (✓) pada kolom angka yang sesuai dengan skala penilaian sebagai berikut.

1 = Tidak baik

2 = Cukup

3 = Baik

4 = Sangat baik

No.	Aspek yang Dinilai		Penilaian			
			1	2	3	4
1.	Validasi Format	a. Soal ditulis sesuai dengan struktur sistematis (nomor soal, instruksi)			✓	
		b. Tata letak soal rapi dan mudah dibaca			✓	
2.	Validasi Isi	a. Butir soal dirancang untuk mengukur kemampuan pemahaman membaca siswa terhadap teks recount, seperti meliputi kemampuan menganalisis bagian struktur teks (Orientation, Events, Re-Orientation), mengidentifikasi gambaran umum/ide pokok, informasi tersirat di dalam teks.				✓
		b. Tingkat kesulitan butir soal (baik Pilihan Ganda maupun Esai) sesuai dengan jenjang kelas/kemampuan siswa yang diuji.			✓	
3.	Unsur Kebahasaan	a. Bahasa yang digunakan dalam butir soal dan pilihan jawaban jelas dan mudah dipahami.			✓	
		b. Soal dirancang untuk mengukur pemahaman siswa terhadap unsur kebahasaan teks recount seperti, (simple				

		seperti, (simple past tense, adverb of time, adverb of sequence)			✓	
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Keterangan dan Saran Perbaikan

Instrumen ini layak digunakan untuk mengukur kemampuan siswa dalam pemahaman membaca

Nama Validator



Sri Haslina, S.Pd.

Appendix 9: Validation Sheet for the Questionnaire by Validator 2

Lembar Validasi Kuesioner Motivasi dalam Pemahaman Membaca

Judul Penelitian : Enhancing Students' Motivation in Reading Comprehension through
Workwall: An Experimental Study
 Peneliti : Della Puspita Anggraini
 NPM : 2102050038
 Prodi : Pendidikan Bahasa Inggris
 Nama Validator : Sri Haslina S.Pd.
 Petunjuk :

Mohon berikan penilaian Bapak/Ibu terhadap setiap butir pertanyaan dan keseluruhan kuesioner dengan memberikan tanda ceklis (√) pada kolom angka yang sesuai dengan skala penilaian sebagai berikut.

Aspek Relevansi	Aspek Kejelasan Bahasa	Aspek Ambiguity
1 = Sangat tidak relevan	1 = Sangat tidak Jelas	1 = Sangat ambigu
2 = Tidak relevan	2 = Tidak jelas	2 = Ambigu
3 = Cukup relevan	3 = Cukup jelas	3 = Cukup ambigu
4 = Relevan	4 = Jelas	4 = Tidak ambigu
5 = Sangat relevan	5 = Sangat jelas	5 = Sangat tidak ambigu

No.	Pernyataan	Aspek														
		Relevansi					Kejelasan Bahasa					Ambiguity				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1.	Saya merasa termotivasi untuk memahami isi teks bahasa Inggris dengan lebih baik					√					√					√
2	Saya memiliki keinginan untuk memahami berbagai jenis teks bahasa Inggris					√			√							√
3.	Saya suka membaca teks bahasa Inggris, baik melalui media cetak maupun media digital					√				√						√
4.	Saya selalu meluangkan waktu untuk membaca materi bahasa Inggris di luar jam pelajaran					√			√							√
5.	Saya merasa bersemangat ketika guru menggunakan media pembelajaran yang menarik dalam kegiatan membaca.					√				√						√

6.	Saya merasa bosan saat membaca teks bahasa Inggris				✓				✓				✓
7.	Saya merasa bahwa membaca teks bahasa Inggris adalah kegiatan yang menyenangkan				✓				✓				✓
8.	Saya berusaha keras untuk dapat memahami teks bahasa Inggris dengan baik				✓				✓				✓
9.	Saya berusaha menggali lebih banyak informasi dari teks bacaan bahasa Inggris yang saya baca				✓				✓				✓
10.	Saya selalu mengerjakan tugas pemahaman teks bahasa Inggris dengan maksimal				✓				✓				✓
11.	Saya merasa senang jika guru menugaskan membaca teks bahasa Inggris lalu mendiskusikannya bersama				✓				✓				✓
12.	Saya mudah menyerah saat menghadapi kesulitan memahami teks bahasa Inggris				✓				✓				✓
13.	Saya aktif bertanya kepada guru, ketika saya tidak memahami suatu bagian dalam teks bahasa Inggris yang disajikan				✓				✓				✓
14.	Saya merasa percaya diri ketika guru meminta saya membacakan teks bahasa Inggris di depan kelas				✓				✓				✓
15.	Saya merasa bangga jika mendapatkan nilai yang bagus dalam pemahaman teks bahasa Inggris				✓				✓				✓
16.	Saya selalu berusaha mencari sumber belajar bahasa Inggris tambahan di luar jam pelajaran				✓				✓				✓
17.	Saya sangat senang jika guru mengapresiasi kemampuan saya dalam memahami teks bahasa Inggris				✓				✓				✓

Appendix 10: Questionnaire Statements

Kuesioner Motivasi dalam Pemahaman Membaca

Petunjuk Pengisiann Kuesioner

1. Isilah data diri anda pada tempat yang telah disediakan.
2. Bacalah dengan cermat setiap butir pertanyaan , kemudian jawablah sesuai dengan keadaan anda yang sebenarnya dengan cara memberi tanda centang (\checkmark) pada kolom jawaban yang sesuai.
3. Angket ini tidak mempengaruhi nilai dalam pembelajaran.
4. Kategori yang digunakan untuk menjawab soal adalah SS = (Sangat Setuju), S = (Setuju), TS = (Tidak Setuju), STS = (Sangat Tidak Setuju).
5. Selamat mengerjakan dan terima kasih atas kesediaannya mengisi angket ini.

Nama :

No. Absen :

Kelas :

Waktu : 10 Menit

	No	Pernyataan	SS	S	TS	STS
Interest Aspects	1.	Saya suka membaca teks bahasa Inggris, dalam bentuk buku dan teks cerita				
	2.	Saya memiliki keinginan untuk dapat memahami berbagai jenis teks bahasa Inggris				

	3.	Saya merasa termotivasi untuk memahami teks bahasa Inggris dengan lebih baik				
	4.	Saya merasa bersemangat ketika mengikuti kegiatan membaca teks bahasa Inggris				
	5.	Saya merasa bosan saat membaca teks bahasa Inggris				
	6.	Saya merasa senang, jika guru menugaskan saya membaca teks bahasa Inggris lalu mendiskusikannya bersama				
	7.	Saya merasa bahwa membaca teks bahasa Inggris adalah kegiatan yang menyenangkan				
	8.	Saya merasa percaya diri ketika guru meminta saya membacakan teks bahasa Inggris di depan kelas				
	9.	Saya suka membaca teks bahasa Inggris baik media cetak, maupun media digital				
	10.	Saya merasa bersemangat ketika guru menggunakan media pembelajaran yang menarik dalam kegiatan membaca				

	11.	Saya selalu meluangkan waktu untuk membaca materi bahasa Inggris di luar jam pelajaran				
	12.	Saya mudah menyerah saat menghadapi kesulitan memahami teks bahasa Inggris				
	13.	Saya aktif bertanya kepada guru, ketika saya tidak memahami suatu bagian dalam teks bahasa Inggris yang disajikan				
	14.	Saya selalu berusaha mengerjakan tugas pemahaman teks bahasa Inggris dengan maksimal				
	15.	Saya merasa bangga jika mendapatkan nilai yang bagus dalam pemahaman membaca				
	16.	Saya sangat senang jika guru mengapresiasi kemampuan saya dalam memahami teks bahasa Inggris				
	17.	Saya berusaha menggali informasi dari teks bacaan bahasa Inggris				

	18.	Saya berusaha menganalisis teks bacaan bahasa Inggris dengan lebih baik				
	19.	Saya berusaha berlatih membaca agar bacaan bahasa Inggris saya menjadi baik				
	20.	Penggunaan media pembelajaran yang menarik membantu saya dalam belajar dan memahami isi bacaan				

Appendix 11: Results of the Students' Answer

1. Pre-Test and Post-Test Experimental Class

Name: Dendi walikshan Harahap
Class: Experimental

My Exciting Trip to the Zoo

Last Saturday, my class and I went on a study tour to the Zoo in Jakarta. It was a very hot day, but we were all excited to see the animals.

We arrived at the zoo around 9 a.m. Our teacher, Mr. Rahmat, handed out maps and reminded us to stay in groups. The zoo was already crowded with many visitors. My group consisted of me, Rina, and Bima.

First, we visited the primate section. We saw various kinds of monkeys and orangutans swinging happily. Next, we walked to the carnivore area where we saw a huge tiger sleeping under a tree and a hungry lion pacing in its cage. It was thrilling but a little scary! After that, we bought ice cream and juice to cool down because of the heat. Finally, we spent a long time watching the elephants taking a bath in a small pond. They sprayed water with their trunks, which made us laugh.

We left the zoo at 3 p.m., feeling tired but very happy. We took many pictures to remember the day. It was a great educational experience, and I hope we can go again next year!

I. Multiple Choice Questions

Read the text carefully and choose the best answer (A, B, or D) for each question.

1. What is the main topic of this recount text?
A. The importance of preserving animals.
B. A thrilling experience watching lions.
 C. A class trip to the Zoo.
D. How to get to Jakarta.
2. When did the writer and their class visit the zoo?
A. Last Sunday.
B. Last holiday.
 C. Last Saturday.
D. At 9 a.m.
3. Who accompanied the class on the study tour?
A. The writer's family.
B. Rina and Bima.
 C. Mr. Rahmat.
D. The zookeepers.
4. According to the text, what did the teacher do first after they arrived?
A. Told them to go home.
B. Gave out maps.
C. Asked them to buy ice cream.
 D. Divided them into four groups.

5. Which section did the writer and their friends visit first?
 A. The carnivore area.
 B. The elephant pond.
~~C. The primate section.~~
 D. The reptile area.
6. Why did the writer and their group buy ice cream and juice?
 A. They were very hungry
 B. They were thirsty and wanted to cool down.
 C. It was time for lunch.
~~D. The teacher asked them to.~~
7. The word "thrilling" in the second paragraph means...
 A. very quiet.
~~B. very boring.~~
 C. very exciting.
 D. very funny.
8. The time connectives used in the "Events" section are...
 A. Suddenly, Next, Finally
 B. Then, Before, After.
 C. First, Next, Finally
~~D. Because, Since, After.~~
9. The sentence "They sprayed water with their trunks..." (Events section) refers to which animals?
 A. Lions.
 B. Tigers.
~~C. Elephants.~~
 D. Monkeys.
10. What is the writer's final hope regarding the zoo trip?
 A. To visit the primate section again.
 B. To take a lot of pictures.
~~C. To go to the zoo again next year.~~
 D. To get better grades in school.

Pilihan Berganda

B: $6 \times 5 = 30$

Essay: $3 + 10 = 13$

Total Score

$30 + 13 = 43$

II. Essay Questions

Answer the questions below clearly and completely!

1. What information is given in the Orientation part of this text? (Mention *who*, *where*, and *when*.)
2. Based on the text, write down the three main animals that the writer saw in the zoo.
3. Why did the writer use the phrase "thrilling but a little scary" when visiting the carnivore area?
4. Write one sentence from the text that uses the Simple Past Tense to describe an action taken by the animal.
5. What was the feeling of the writer and their classmates when they left the zoo, and what did they do to remember the day?

Jawab

1- Mr. Rahmat 3

2- monkey, elephant, lion, tiger, orangutans 10

Name : Daffa Adrian Syahputra
Class : experimental

My Exciting Trip to the Zoo

Last Saturday, my class and I went on a study tour to the Zoo in Jakarta. It was a very hot day, but we were all excited to see the animals.

We arrived at the zoo around 9 a.m. Our teacher, Mr. Rahmat, handed out maps and reminded us to stay in groups. The zoo was already crowded with many visitors. My group consisted of me, Rina, and Bima.

First, we visited the primate section. We saw various kinds of monkeys and orangutans swinging happily. Next, we walked to the carnivore area where we saw a huge tiger sleeping under a tree and a hungry lion pacing in its cage. It was thrilling but a little scary! After that, we bought ice cream and juice to cool down because of the heat. Finally, we spent a long time watching the elephants taking a bath in a small pond. They sprayed water with their trunks, which made us laugh.

We left the zoo at 3 p.m., feeling tired but very happy. We took many pictures to remember the day. It was a great educational experience, and I hope we can go again next year!

I. Multiple Choice Questions

Read the text carefully and choose the best answer (A, B, or D) for each question.

1. What is the main topic of this recount text?
A. The importance of preserving animals.
B. A thrilling experience watching lions.
 C. A class trip to the Zoo.
D. How to get to Jakarta.
2. When did the writer and their class visit the zoo?
A. Last Sunday.
B. Last holiday.
 C. Last Saturday.
D. At 9 a.m.
3. Who accompanied the class on the study tour?
A. The writer's family.
B. Rina and Bima.
 C. Mr. Rahmat.
D. The zookeepers.
4. According to the text, what did the teacher do first after they arrived?
A. Told them to go home.
 B. Gave out maps.
C. Asked them to buy ice cream.
D. Divided them into four groups.

5. Which section did the writer and their friends visit first?

- A. The carnivore area.
- B. The elephant pond.
- C. The primate section.
- D. The reptile area.

6. Why did the writer and their group buy ice cream and juice?

- A. They were very hungry.
- B. They were thirsty and wanted to cool down.
- C. It was time for lunch.
- D. The teacher asked them to.

7. The word "thrilling" in the second paragraph means...

- A. very quiet.
- B. very boring.
- C. very exciting.
- D. very funny.

8. The time connectives used in the "Events" section are...

- A. Suddenly, Next, Finally
- B. Then, Before, After.
- C. First, Next, Finally
- D. Because, Since, After.

9. The sentence "They sprayed water with their trunks..." (Events section) refers to which animals?

- A. Lions.
- B. Tigers.
- C. Elephants.
- D. Monkeys.

10. What is the writer's final hope regarding the zoo trip?

- A. To visit the primate section again.
- B. To take a lot of pictures.
- C. To go to the zoo again next year.
- D. To get better grades in school.

Pilihan Berganda

$$B = 10 \times 5 = 50$$

$$\text{Essay} = 10 + 10 + 3 = 23$$

$$\text{Final score} = 50 + 23 = 73$$

II. Essay Questions

Answer the questions below clearly and completely!

1. What information is given in the Orientation part of this text? (Mention *who*, *where*, and *when*.)
2. Based on the text, write down the three main animals that the writer saw in the zoo.
3. Why did the writer use the phrase "thrilling but a little scary" when visiting the carnivore area?
4. Write one sentence from the text that uses the Simple Past Tense to describe an action taken by the animal.
5. What was the feeling of the writer and their classmates when they left the zoo, and what did they do to remember the day?

jawaban essay

1. Mr. Rahmat = who
Zoo in Jakarta : where 10
Saturday, around 9 a.m : when

2. monkey, tiger, lion, elephant 10

3.

4. Saw huge tiger 3

5.

2. Pre-Test and Post-Test Control Class

Name : Vira Syaranna
Class : Control

My Exciting Trip to the Zoo

Last Saturday, my class and I went on a study tour to the Zoo in Jakarta. It was a very hot day, but we were all excited to see the animals.

We arrived at the zoo around 9 a.m. Our teacher, Mr. Rahmat, handed out maps and reminded us to stay in groups. The zoo was already crowded with many visitors. My group consisted of me, Rina, and Bima.

First, we visited the primate section. We saw various kinds of monkeys and orangutans swinging happily. Next, we walked to the carnivore area where we saw a huge tiger sleeping under a tree and a hungry lion pacing in its cage. It was thrilling but a little scary! After that, we bought ice cream and juice to cool down because of the heat. Finally, we spent a long time watching the elephants taking a bath in a small pond. They sprayed water with their trunks, which made us laugh.

We left the zoo at 3 p.m., feeling tired but very happy. We took many pictures to remember the day. It was a great educational experience, and I hope we can go again next year!

I. Multiple Choice Questions

Read the text carefully and choose the best answer (A, B, or D) for each question.

1. What is the main topic of this recount text?
A. The importance of preserving animals.
B. A thrilling experience watching lions.
 C. A class trip to the Zoo.
D. How to get to Jakarta.
2. When did the writer and their class visit the zoo?
A. Last Sunday.
B. Last holiday.
 C. Last Saturday.
D. At 9 a.m.
3. Who accompanied the class on the study tour?
A. The writer's family.
B. Rina and Bima.
 C. Mr. Rahmat.
D. The zookeepers.
4. According to the text, what did the teacher do first after they arrived?
A. Told them to go home.
B. Gave out maps.
 C. Asked them to buy ice cream.
D. Divided them into four groups.

5. Which section did the writer and their friends visit first?
 - A. The carnivore area.
 - B. The elephant pond.
 - C. The primate section.
 - D. The reptile area.
6. Why did the writer and their group buy ice cream and juice?
 - A. They were very hungry.
 - B. They were thirsty and wanted to cool down.
 - C. It was time for lunch.
 - D. The teacher asked them to.
7. The word "thrilling" in the second paragraph means...
 - A. very quiet.
 - B. very boring.
 - C. very exciting.
 - D. very funny.
8. The time connectives used in the "Events" section are...
 - A. Suddenly, Next, Finally
 - B. Then, Before, After.
 - C. First, Next, Finally
 - D. Because, Since, After.
9. The sentence "They sprayed water with their trunks..." (Events section) refers to which animals?
 - A. Lions.
 - B. Tigers.
 - C. Elephants.
 - D. Monkeys.
10. What is the writer's final hope regarding the zoo trip?
 - A. To visit the primate section again.
 - B. To take a lot of pictures.
 - C. To go to the zoo again next year.
 - D. To get better grades in school.

40

Pilihan Berganda
 $B = 6 \times 5 = 30$
 Essay = 10
 Total score = $30 + 10 = 40$

II. Essay Questions

Answer the questions below clearly and completely!

1. What information is given in the Orientation part of this text? (Mention *who*, *where*, and *when*.)
2. Based on the text, write down the three main animals that the writer saw in the zoo.
3. Why did the writer use the phrase "thrilling but a little scary" when visiting the carnivore area?
4. Write one sentence from the text that uses the Simple Past Tense to describe an action taken by the animal.
5. What was the feeling of the writer and their classmates when they left the zoo, and what did they do to remember the day?

Jawaban : 1) M-r Rahmat
 Zoo in Jakarta
 Last Saturday 10

Name : Whesya Afifa
Class : Control

My Exciting Trip to the Zoo

Last Saturday, my class and I went on a study tour to the Zoo in Jakarta. It was a very hot day, but we were all excited to see the animals.

We arrived at the zoo around 9 a.m. Our teacher, Mr Rahmat, handed out maps and reminded us to stay in groups. The zoo was already crowded with many visitors. My group consisted of me, Rina, and Bima.

First, we visited the primate section. We saw various kinds of monkeys and orangutans swinging happily. Next, we walked to the carnivore area where we saw a huge tiger sleeping under a tree and a hungry lion pacing in its cage. It was thrilling but a little scary! After that, we bought ice cream and juice to cool down because of the heat. Finally, we spent a long time watching the elephants taking a bath in a small pond. They sprayed water with their trunks, which made us laugh.

We left the zoo at 3 p.m., feeling tired but very happy. We took many pictures to remember the day. It was a great educational experience, and I hope we can go again next year!

I. Multiple Choice Questions

Read the text carefully and choose the best answer (A, B, or D) for each question.

1. What is the main topic of this recount text?
A. The importance of preserving animals.
B. A thrilling experience watching lions.
 C. A class trip to the Zoo.
D. How to get to Jakarta.
2. When did the writer and their class visit the zoo?
A. Last Sunday.
B. Last holiday.
 C. Last Saturday.
D. At 9 a.m.
3. Who accompanied the class on the study tour?
A. The writer's family.
B. Rina and Bima.
 C. Mr Rahmat.
D. The zookeepers.
4. According to the text, what did the teacher do first after they arrived?
A. Told them to go home.
B. Gave out maps.
 C. Asked them to buy ice cream.
D. Divided them into four groups.

5. Which section did the writer and their friends visit first?

- A. The carnivore area.
- B. The elephant pond.
- C. The primate section.
- D. The reptile area.

6. Why did the writer and their group buy ice cream and juice?

- A. They were very hungry.
- B. They were thirsty and wanted to cool down.
- C. It was time for lunch.
- D. The teacher asked them to.

7. The word "thrilling" in the second paragraph means...

- A. very quiet.
- B. very boring.
- C. very exciting.
- D. very funny.

8. The time connectives used in the "Events" section are...

- A. Suddenly, Next, Finally
- B. Then, Before, After.
- C. First, Next, Finally
- D. Because, Since, After.

9. The sentence "They sprayed water with their trunks..." (Events section) refers to which animals?

- A. Lions.
- B. Tigers.
- C. Elephants.
- D. Monkeys.

10. What is the writer's final hope regarding the zoo trip?

- A. To visit the primate section again.
- B. To take a lot of pictures.
- C. To go to the zoo again next year.
- D. To get better grades in school.

Pilihan Berganda

$$B = 8 \times 5 = 40$$

$$\text{Essay} = 10 + 10 + 5 = 25$$

$$\text{Final score} = 40 + 25 = 65$$

65

II. Essay Questions

Answer the questions below clearly and completely!

1. What information is given in the Orientation part of this text? (Mention *who*, *where*, and *when*.)
2. Based on the text, write down the three main animals that the writer saw in the zoo.
3. Why did the writer use the phrase "thrilling but a little scary" when visiting the carnivore area?
4. Write one sentence from the text that uses the Simple Past Tense to describe an action taken by the animal.
5. What was the feeling of the writer and their classmates when they left the zoo, and what did they do to remember the day?

Jawaban

1. Mr. Rahmat, zoo in Jakarta, last Saturday 10

2. Lion, Monkey, elephants 10

3.

4.

5. feeling tired but very happy 5
pictures ?

Appendix 12: Results of the Pre-Test and Post-Test Scores for the Experimental Class

No.	Student's Initials	Scores	
		Pre-Test (X ₁)	Post- Test (X ₂)
1	AH	52	80
2	AAS	47	78
3	AK	45	75
4	AK	46	82
5	APS	45	77
6	AD	55	83
7	AIAZ	40	68
8	AN	45	74
9	AN	58	84
10	DA	60	82
11	DWH	43	72
12	DAA	65	83
13	EEU	42	75
14	FT	55	83
15	FRN	50	78
16	GPR	40	68
17	HF	64	85
18	HNS	65	85
19	IMJ	40	68
20	IRS	53	74
21	JA	40	68
22	MR	53	79
23	MAA	54	83
24	MG	66	88
25	NS	67	89
26	NNA	64	85
27	NHA	75	90
28	RIM	52	78
29	RAS	42	73
30	RS	60	82
31	RAD	54	82
32	RR	42	76
33	TRR	52	82
34	ZNS	57	84
TOTAL		$\sum X_1 = 1782$	$\sum X_2 = 2693$
MEAN		52,41	79,20

Appendix 13: Results of the Pre-Test and Post-Test Scores for the Control Class

No.	Student's Initials	Scores	
		Pre- Test (Y ₁)	Post-Test (Y ₂)
1	AG	45	73
2	AA	42	65
3	AA	55	80
4	ANU	65	75
5	AAA	45	68
6	AK	53	72
7	AF	42	65
8	AN	43	70
9	CA	55	67
10	CA	43	66
11	DS	45	75
12	DW	60	82
13	FAF	52	78
14	FDT	47	75
15	GA	44	63
16	GA	50	83
17	HF	46	70
18	IE	55	72
19	MA	47	70
20	MA	42	74
21	MT	60	88
22	NA	57	75
23	NA	50	70
24	OB	45	73
25	RJ	60	80
26	RD	56	83
27	RP	41	72
28	RAS	50	76
29	RM	40	65
30	SC	46	70
31	VS	40	65
32	WA	52	65
33	WAF	55	75
	TOTAL	∑Y₁ = 1541	∑Y₂ = 2379
	MEAN	46,69	72,09

Appendix 14: Results of the Questionnaire Scores

Students' Code	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14	P 15	P 16	P 17	P 18	P 19	P 20	TOTAL
S1	2	3	3	3	3	2	4	3	2	3	3	2	3	4	3	3	4	3	2	3	56
S2	3	2	4	3	2	4	3	2	3	3	2	4	3	2	3	3	2	4	3	2	57
S3	3	2	3	4	3	3	4	3	4	4	3	3	4	3	4	4	3	2	2	4	63
S4	2	2	2	3	2	3	2	2	3	2	2	2	3	2	2	2	2	2	3	2	45
S5	3	4	3	2	3	4	3	3	4	3	4	3	2	3	3	3	3	2	2	3	59
S6	2	3	3	4	3	3	4	4	3	4	3	3	4	3	4	2	4	4	3	4	65
S7	3	4	3	3	4	3	2	3	4	4	2	2	3	4	4	2	3	4	4	3	63
S8	3	3	4	3	2	3	2	4	2	3	3	3	4	3	3	3	3	3	3	3	60
S9	3	3	3	4	3	3	4	3	3	3	3	2	3	3	3	3	3	3	2	3	61
S10	2	2	3	2	2	3	2	3	2	2	2	2	2	2	2	2	2	2	3	2	46
S11	3	3	4	3	4	3	3	2	3	2	2	3	3	3	3	4	3	3	2	2	59
S12	3	3	4	3	4	4	3	4	4	3	2	3	4	3	4	4	3	4	3	3	69
S13	3	4	4	3	2	3	3	3	3	3	3	2	3	3	3	2	3	4	3	3	61
S14	2	2	2	3	3	2	3	2	3	2	2	2	3	2	2	3	2	2	2	2	48
S15	3	4	3	4	4	3	3	2	4	4	2	3	3	3	4	3	3	2	2	2	59
S16	3	3	4	2	2	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	62
S17	2	2	3	3	3	2	2	2	3	4	3	2	4	3	2	2	2	2	2	2	50
S18	3	3	3	2	4	4	4	3	3	3	3	3	4	4	3	4	3	4	3	3	65
S19	2	3	3	3	2	4	3	3	2	3	2	3	2	4	3	2	3	3	3	2	57
S20	3	3	3	4	4	3	3	4	4	4	3	4	4	4	4	4	3	3	3	3	69
S21	3	4	4	4	2	3	4	3	4	4	4	3	4	4	4	3	3	3	4	3	72
S22	2	4	3	4	3	2	2	4	4	3	3	2	4	3	4	3	3	3	3	4	63
S23	3	3	3	3	3	2	4	3	3	3	3	3	4	4	2	2	3	3	3	3	60
S24	3	3	3	3	3	3	3	3	3	4	3	2	3	3	4	3	3	3	2	3	61
S25	2	3	4	4	4	4	3	4	3	4	3	4	3	4	3	3	4	3	3	4	68
S26	3	4	4	3	2	4	3	2	4	3	2	3	4	4	3	3	3	4	3	3	67
S27	3	4	3	4	3	4	4	3	3	3	2	3	4	4	2	2	3	3	3	3	63
S28	3	3	3	3	4	4	3	4	4	3	3	4	4	3	3	4	4	3	3	4	69
S29	2	2	3	3	3	3	3	3	3	4	3	2	4	2	2	4	3	2	2	4	57
S30	3	3	3	4	4	4	4	3	4	3	4	3	3	3	4	3	3	4	3	3	70

Appendix 15: Results of the SPSS Outputs

1. Validity Test

CORRELATION

P1	Pearson Correlation	.552**
	Sig. (2-tailed)	0.002
	N	30
P2	Pearson Correlation	.557**
	Sig. (2-tailed)	0.001
	N	30
P3	Pearson Correlation	.495**
	Sig. (2-tailed)	0.005
	N	30
P4	Pearson Correlation	.422*
	Sig. (2-tailed)	0.020
	N	30
P5	Pearson Correlation	.405*
	Sig. (2-tailed)	0.026
	N	30
P6	Pearson Correlation	.450*
	Sig. (2-tailed)	0.013
	N	30
P7	Pearson Correlation	.460*
	Sig. (2-tailed)	0.011
	N	30
P8	Pearson Correlation	.550**
	Sig. (2-tailed)	0.002
	N	30
P9	Pearson Correlation	.574**
	Sig. (2-tailed)	0.001
	N	30
P10	Pearson Correlation	.482**
	Sig. (2-tailed)	0.007
	N	30
P11	Pearson Correlation	.424*
	Sig. (2-tailed)	0.019
	N	30
P12	Pearson Correlation	.570**
	Sig. (2-tailed)	0.001
	N	30
P13	Pearson Correlation	.457*
	Sig. (2-tailed)	0.011
	N	30
P14	Pearson Correlation	.593**
	Sig. (2-tailed)	0.001
	N	30
P15	Pearson Correlation	.675**
	Sig. (2-tailed)	0.000
	N	30

P16	Pearson Correlation	.422*
	Sig. (2-tailed)	0.020
	N	30
P17	Pearson Correlation	.653**
	Sig. (2-tailed)	0.000
	N	30
P18	Pearson Correlation	.605**
	Sig. (2-tailed)	0.000
	N	30
P19	Pearson Correlation	.414*
	Sig. (2-tailed)	0.023
	N	30
P20	Pearson Correlation	.618**
	Sig. (2-tailed)	0.000
	N	30
	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

2. Reliability Test

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	0.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.862	20

Appendix 16: Letter Requesting Approval of Skripsi Title



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Della Puspita Anggraini
NPM : 2102050038
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Enhancing Students' Motivation in English Learning Through Wordwall	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Yusriati, S.S., M.Hum.

Medan, 30 Januari 2025
Hormat Pemohon,

Della Puspita Anggraini

Appendix 17: Form K-1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Della Puspita Anggraini
NPM : 2102050038
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 119 SKS

IPK= 3,79

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Enhancing Students' Motivation in English Learning Through Wordwall	
	Investigating the Relationship Between Vocabulary Acquisition Strategies and Reading Comprehension in EFL Students	
	The Role of Peer Collaboration in Enhancing English Language Proficiency Among University Student	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Januari 2025
Hormat Pemohon,

Della Puspita Anggraini

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 18: Form K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umtsu.ac.id> E-mail: fkip@umtsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Della Puspita Anggraini
NPM : 2102050038
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Enhancing Students' Motivation in English Learning Through Wordwall

[Handwritten signature]
30 Januari 2025

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Yusriati, S.S., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 30 Januari 2025
Hormat Pemohon,

[Handwritten signature]

Della Puspita Anggraini

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 19: Form K-3

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 383/II.3-AU//UMSU-02/ F/2025
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Della Puspita Anggraini
N P M : 2102050038
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Enhancing Students' Motivation in English Learning Through Wordwall

Pembimbing : Yusriati, S.S, M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 8 Februari 2026

Medan, 09 Sya'ban 1446 H
8 Februari 2025 M

Wassalam
Dekan


Dra. Hj Syamsuvernita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR



Appendix 20: Proposal Guidance Meeting Notes



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Della Puspita Anggraini
NPM : 2102050038
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Enhancing Students' Motivation in English Learning Through Wordwall.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
17/2 2025	Review background of study and Formulation of the problems. (Chp-1)	M. S.
24/4 2025	Review the significance of study (Chp 1) Review the theoretical framework (Chp 2)	M. S.
5/5 2025	Review the relevant study (find at least 5 article related to the study)	M. S.
8/5 2025	Find the appropriate design of experimental visual (Chp 3)	M. S.
10/5 2025	Prepare the instrument of visual	M. S.
15/5 2025	Review the form of unlit of skripsi based on the guideline of FKIP UMSU	M. S.
16/5 2025	area for the exam	M. S.

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 16 Mei 2025

Dosen Pembimbing

(Yusriaji, S.S., M.Hum.)

Appendix 21: Proposal Verification Sheet



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Della Puspita Anggraini
NPM : 2102050038
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Enhancing Students' Motivation in English Learning Through Wordwall.

Sudah layak diseminarkan.

Disetujui oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum.

Yusriati, S.S., M.Hum.

UMSU
Unggul | Cerdas | Terpercaya

Appendix 22: Seminar Proposal Report



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website <http://www.fkip.ummu.ac.id> E-mail: fkip@ummu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 02 Bulan Juni Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Della Puspita Anggraini
N.P.M : 2102050038
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Enhancing Students' Motivation in English Learning Through Wordwall

No	Masukan dan Saran
Judul	Revise your title clearly!
Bab I	Revise your background clearly!
Bab II	Revise the reference the already outside
Bab III	Check your grammar in your Chapter <u>III</u>
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Khairun Niswa, M.Hum.)

Dosen Pembimbing

(Yusriati, S.S., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 23: Letter Requesting Change of Skripsi Title



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Della Puspita Anggraini
NPM : 2102050038
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Enhancing Students' Motivation in English Learning Through Wordwall
Menjadi:

**Enhancing Students' Motivation in Reading Comprehension through Wordwall:
An Experimental Study**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 7 Juli 2025

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum

Hormat Pemohon

Della Puspita Anggraini

Diketahui Oleh :

Dosen Pembahas

Dr. Khairun Niswa, M.Hum.

Dosen Pembimbing

Yusriati, S.S., M.Hum.

Appendix 24: Official Report of the Skripsi Defense



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 18 April 2026, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Della Puspita Anggraini
NPM : 2102050038
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Enhancing Students' Motivation in Reading Comprehension through
Wordwall: An Experimental Study

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua

Dr. Hj. Svamsuurnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, M.Hum.

ANGGOTA PENGUJI:

1. Dr. Yayuk Hayulina Manurung, M.Hum.
2. Dr. Khairun Niswa, M.Hum.
3. Yusriati, S.S., M.Hum.

1.
2.
3.

Appendix 25: Letter of Authenticity for the Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Della Puspita Anggraini
N.P.M : 2102050038
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Enhancing Students' Motivation in Reading Comprehension through
Wordwall: An Experimental Study.

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Enhancing Students' Motivation in Reading Comprehension through Wordwall: An Experimental Study.**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain. Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, 16 April 2026
Hormat Saya
Yang membuat pernyataan,



Della Puspita Anggraini

Appendix 26: Letter Statements



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
(UMSU)

UMSU Terakreditasi A Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 59/SK.BAN.PT.Akred.PT.III/2019
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567 - 6631003

<http://fai@umsu.ac.id> fai@umsu.ac.id [f](#) umsumedan [ig](#) umsumedan [tw](#) umsumedan [yt](#) umsumedan

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara :

Nama Lengkap : Della Puspita Anggraini
Tempat/Tgl. Lahir : Siramah, 18 Juni 2003
No. KTP (NIK) : 1208285806030001
N P M : 2102050038
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan UMSU
Program Studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa dokumen kelengkapan administrasi yang saya serahkan / lampirkan dalam melengkapi berkas Sidang Meja Hijau adalah benar dan asli. Apabila di kemudian hari ditemukan bahwa dokumen tersebut PALSU saya bersedia menanggung sanksi yang diberikan oleh Universitas. Data atau berkas sudah diberikan tidak dapat dirubah atau ditarik kembali.

Demikian surat pernyataan ini saya perbuat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun dan dalam keadaan sadar.

Medan, 16 April 2026

Yang Menyatakan,

DEDAFANX372746799

Della Puspita Anggraini

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap	: Della Puspita Anggraini
Tempat/ Tgl. Lahir	: Siramah, 18 Juni 2003
Agama	: Islam
Status Perkawinan	: Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	: 2102050038
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Huta 4 Siramah Telp/Hp: 0852-6216-9525
Pekerjaan/ Instansi	: -
Alamat Kantor	: -

Melalui surat permohonan tertanggal April 2026 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya Yang Menyatakan,



Della Puspita Anggraini

Appendix 27: Letter Verification from the Library



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN

Tertakdirkan & Berkoordinasi Kementerian Perpustakaan Nasional Republik Indonesia No. 000591-AP/P/TK.2018

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 46224567

NPP 1771201400001 <http://perpustakaan.umhu.ac.id> perpustakaan@umhu.ac.id [perpustakaan.umhu.ac.id](https://www.perpustakaan.umhu.ac.id)

SURAT KETERANGAN

Nomor: 02376/KET/II.4-AU/UMSU-P/M/2026

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : DELLA PUSPITA ANGGRAINI
NPM : 2102050038
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

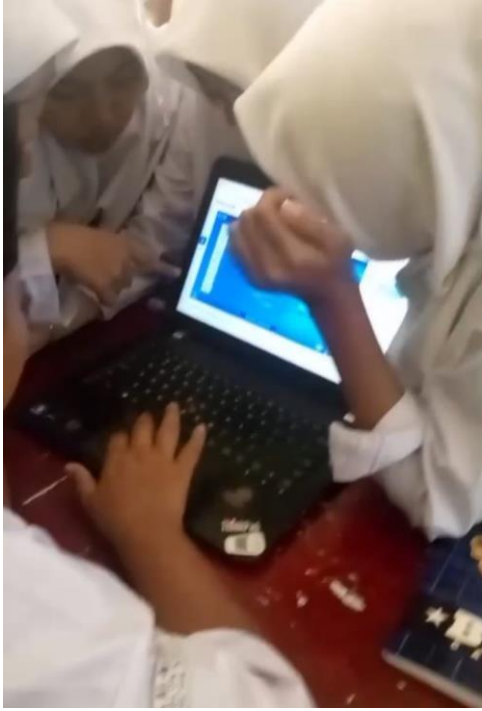
Medan, 25 Syawal 1447 H
13 April 2026 M

Kepala Perpustakaan,




Dr. Muhammad Arifin, M.Pd.

Appendix 28: Documentation of Research





TURNITIN RSY**FILE 15W-SKRIPSI DELLA PUSPITA ANGGRAINI.docx**

-  26S-B2-Informatik 2 DES 029
-  26S-B1-Informatik 2 (Moodle PP)
-  FH Kärnten Gemeinnützige Gesellschaft mbH

Document Details**Submission ID**

tm:oid:::1:3451370851

Submission Date

Apr 15, 2026, 9:30 AM GMT+7

Download Date




Apr 15, 2026, 9:35 AM GMT+7

File Name**FILE 15W-SKRIPSI DELLA PUSPITA
ANGGRAINI.docx****File Size****1904 KB****80 Pages****14379 Words****88925 Characters**

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31	Internet	www.scribd.com	<1%
32	Publication	Joice Cathryne, Alice Pangemanan, Fiorentina Nova, Judheliena Judheliena, Adven...	<1%
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34	Internet	e-jurnal.stikesmitraadiguna.ac.id	<1%
35	Internet	repo.poltekkes-medan.ac.id	<1%
36	Internet	repo.uit-lirboyo.ac.id	<1%
37	Publication	Elmia Kursani, Nurlisis Nurlisis, Yuni Purwanti, Aditya Nur Rahma. "HUBUNGAN B...	<1%
38	Internet	kc.umh.ac.id	<1%
39	Publication	Fitriani Fitriani, Abas Rudin. "FAKTOR-FAKTOR PENYEBAB RENDAHNYA EFIKASI DI...	<1%

40	Internet	mhjns.widyagamahusada.ac.id	<1%
41	Internet	www.cekaja.com	<1%
42	Student papers	LL DIKTI IX Turnitin Consortium Part III	<1%
43	Internet	jurnal.unej.ac.id	<1%
44	Internet	nanopdf.com	<1%
45	Internet	www.viva.co.id	<1%
46	Publication	Ni Komang Putri Sinta, Ratna Dewi Putri, Zarma H. "HUBUNGAN PENGETAHUAN ...	<1%
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48	Publication	Alfina Febriyani, Suyani, Nurul Shoimah. "Faktor-Faktor yang Mempengaruhi Pe...	<1%
49	Publication	Dwi Rahayu. Jurnal Ilmu Kesehatan, 2018	<1%
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51	Student papers	Universitas Pendidikan Indonesia	<1%
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53	Internet	ejournal.unisayogya.ac.id	<1%

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60	Internet	bpm.umsu.ac.id	<1%
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63	Publication	Arief Widayanti, Tina Mawardika. "Pengaruh Pendidikan Kesehatan ASI Eksklusif ...	<1%
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66	Internet	amos.ugm.ac.id	<1%
67	Internet	journal.ipb.ac.id	<1%

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73	Publication	Dewi Sartika Siagian, Sara Herlina. "Analisis Hubungan Pemberian Asi Eksklusif d...	<1%
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75	Publication	Hana Jamaludin, Christiana Rialine Titaley, Yudhie Djuhastidar Tando, Ritha Tahit...	<1%
76	Publication	Nandita Nandita, Sri Rochani Mulyani, Rukhiyat Syahidin, Vip Paramarta, Rahadia...	<1%
77	Internet	eprints.ums.ac.id	<1%
78	Internet	es.scribd.com	<1%
79	Internet	repository.uinjkt.ac.id	<1%
80	Internet	repository.unjaya.ac.id	<1%
81	Internet	search.jogjalib.com	<1%

82	Internet	trisuntea.blogspot.com	<1%
83	Internet	www.finansialku.com	<1%
84	Internet	www.halodoc.com	<1%
85	Publication	Azzahra Haya Yusriyah, Rika Andriyani, Miratu Megasari. "FAKTOR-FAKTOR YANG ...	<1%
86	Publication	E. Gina Mustikawati, Mahmudah Mahmudah. "ASI EKSLUSIF DI KABUPATEN KUTA...	<1%
87	Publication	Elin Supliyani, Ina Handayani, Suhartika Suhartika. "ASUHAN BERPUSAT PADA KE...	<1%
88	Publication	Nur Afrinis, Indrawati Indrawati, Noni Haspriyanti. "HUBUNGAN PENGETAHUAN I...	<1%
89	Internet	carolinaria.wordpress.com	<1%
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92	Internet	fr.scribd.com	<1%
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94	Internet	journal.stik-ij.ac.id	<1%
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2. Cadres in the Muhammadiyah Student Association at Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (2022/2023)
3. Head of the Muhammadiyah Division in the English Education Department Student Association at Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (2024/2025)