CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, there are 4 important basic skills in the learning process, namely writing, reading, listening, and speaking. Reading ability is one of the most important basic skills. Understanding of the text is obtained when reading. Ebru (2015) stated reading is primarily a cognitive process. Through reading, students can get a lot of information, increase knowledge, and know how to read English texts effectively. Khalil (2019) also said that reading a text involves finding the main idea of the text. Without having a good understanding of reading, it is quite tough to communicate ideas to students. Acedillo (2023) stated poor reading comprehension has a crucial impact on understanding the context.

In the context of language learning, understanding various text genres is very important. There are various types of text, such as descriptive text, narrative text, explanation text, procedure text, report text, exposition text, and one of which is recount text (Anderson & Anderson, 1997). According to Fisher (2016), recount is a text that talks about experience or events in the past that can be based on the author's personal experience or historical events. Recount is a sequential text that is nothing more than a series of events. In reading recount texts, students need to get information about events or personal experiences in the past.

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Based on the previous studies, many students face challenges in understanding English texts. Rachmanita et al. (2022) in their survey found that 77.50% of students have difficulty in answering questions related to the main idea, which means that most students have difficulty in understanding the text and determining the main idea. Permanasari & Awalia (2023) also gave the same statement that many students often misunderstand the text, so it is difficult to find information from the text. Many students have difficulty understanding passages that remind them that English is not their first language. It can be concluded that they do not have good comprehension in reading.

Meanwhile, the Flow of Learning Objectives (ATP) for Grade VIII in Junior High School states that the learning outcomes in the reading-viewing section are: *students independently read and respond to familiar and unfamiliar texts that contain predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.* Therefore, to achieve these learning outcomes, teachers will hone students' ability to read texts in various genres. Teachers use interactive learning media. To know that the learning outcomes are achieved or not, the teachers are using worksheets.

In *Kurikulum Merdeka*, the practice of using worksheet is not new. So, to keep learning effective and interesting, innovation is needed from teachers in creating creative and interactive worksheets. Learning activities without students'

worksheets are less effective. Giving worksheet to students after learning is necessary to find out the extent of their understanding of a subject. It is related to the definition of students' worksheet as stated by Mahyuny et al. (2022) that student's worksheet is an important component that must be done by all students in the learning process and makes students more active.

The form of the worksheet can be in the form of conventional worksheet and digital worksheet. Conventional worksheet is a print out of a series of questions prepared by the teacher to be completed by students based on the basic competencies and learning objectives to be achieved. Meanwhile, digital worksheet is digital version of conventional worksheet that is usually completed using computers or other electronic devices instead of pen and paper.

In connection with technological advances, new ways of thinking and living with school-wide technologies are being discussed at the government, academia, and industry levels (Araújo & Paixão, 2020). As a result, conventional worksheet has begun to be abandoned and switched to digital worksheet. Digital worksheet is a form of industrial revolution 5.0 that emphasizes the integration of increasingly sophisticated technology. Digital worksheets utilize various technological features, such as animation, video, and gamification, which allow students to learn in a more interactive and enjoyable way. By using digital worksheet, students not only receive material passively but are also actively involved in the learning process, which can improve their understanding and retention of the material.

There are many platforms or applications that can be used as digital worksheets, one of them is the Wordwall website, which can overcome students' boredom with conventional worksheet. Wordwall is a free platform for hosting quizzes, facilitating discussions, or collecting survey data. According to Purnamasari (2022), wordwall is one of the alternative choices for various interactive platforms that can make the learning process fun and not boring for students and teachers, especially as a worksheet. With the interactive features offered by Wordwall, teachers can design and create varied digital worksheets that are more dynamic that can be adjusted to learning needs, which ultimately increases students engagement in the learning process. The use of Wordwall as a digital worksheet in schools provides a more modern learning experience, in line with the principles of *Kurikulum Merdeka,* which emphasize flexibility and creativity in learning.
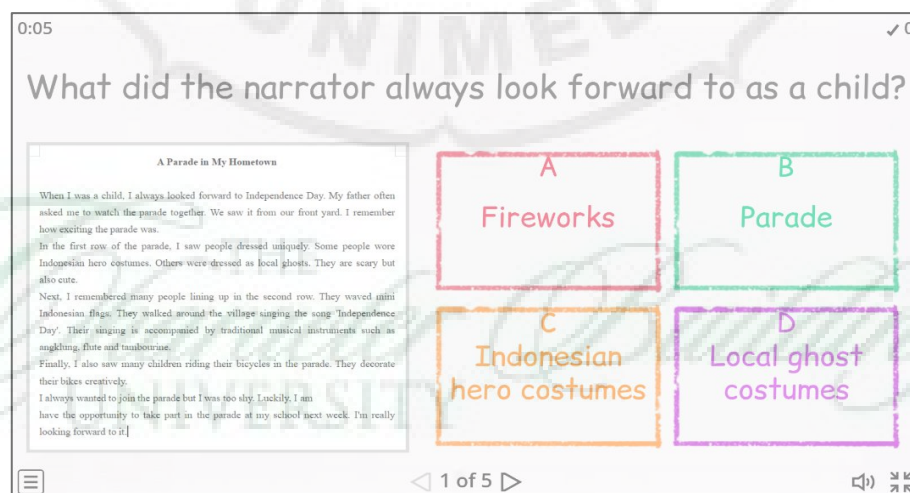

Figure 1. 1 Display of Wordwall website as a students' worksheet

In this study, the researcher conduct observation at SMP N 3 Sitiotio class VIII. The reason for the researcher doing the observation in this school is because

the English teacher has applied the wordwall website as a students' worksheet in reading activities, which is including reading recount text.

Based on the teacher's statement, the researcher took preliminary data by conducting an interview with the English teacher. The results of the interview are presented in the following table.

Table 1. 1 The interview result

No.	Question	Answer
1	*Apa materi pembelajaran yang sedang mam ajarkan kepada siswa kelas VIII, mam?* What lesson are you teaching for class VIII, mam?	*Materinya ialah text recount dari bab 1, tentang Independence day* It's a recount text from chapter 1, about Independence day.
2	*Apa aja aktivitas di topik tersebut, mam?* What are the activities in that topic, mam?	*Ada membaca dan menulis* There is reading and writing
3	*Apakah mam memakai lembar kerja siswa?* Do you use students' worksheet, mam?	*Ya, saya memakai lembar kerja siswa* Yes, I use students' worksheets
4	*Apakah jenis lembar kerja siswa yang mam gunakan di kelas?* What types of students' worksheet do you use in class, mam?	*Jenis lembar kerja siswa yang mam gunakan di kelas adalah digital worksheet* The type of students' worksheet that I use in class is a digital worksheet
5	*Apa bentuk lembar kerja siswa digital yang mam gunakan?* What form of digital students' worksheet do you use, mam?	*Bentuk lembar kerja siswa yang saya gunakan ialah website wordwall.* The form of students' worksheet that I use is wordwall website.

Based on the interview with the teacher, it is known that the teacher teaches recount texts in grade VIII, and the topic of Independence Day is the focus of the lesson. The activities revolve around reading and writing, where students engage with the text through these core skills. To support these activities, the teacher uses students' worksheets, particularly in digital form. The worksheet used are hosted

on the Wordwall website, providing an interactive and engaging platform for students to practice their understanding of the recount text. Wordwall allows the creation of various exercises that cater to different aspects of reading, making it a versatile tool in a digital learning environment.

Some researchers who have used this website such as Nussrah Mazelin et al. with the title *"Using Wordwall to Improve Students' Engagement in ESL Classroom"* (2022), *"The Implementation of Wordwall Games in Vocabulary Learning"* (2023). by Nasru Ilahiyati et al., and *"The Influence of Wordwall on Students Interests and Learning Outcomes"* by Alfina Hidayaty et al., and Indonesian research on wordwall mostly explain the impact of using this website in improving students' motivation and learning outcomes, improvement in the acquisition of specific language skills such as vocabulary acquisition or grammar mastery. However, there are still few researchers who discuss the benefits of wordwalls as students' worksheets and the procedures to create this wordwall website as a students' worksheet.

Based on the description above, further investigation is needed to explain what the benefits and how to use the wordwall website as a students' worksheet in reading recount text. This research emphasizes the practice of using students' worksheet in learning to read recount text through wordwall website for students in English.

B. The Problems of the Study

Based on the background of the study defined above, the problems of the study are formulated as follows:

1. What are the benefits of using the wordwall website as a students' worksheet in reading recount text at 8th grade of SMP N 3 Sitiotio?

2. How is the wordwall website used by the teacher as a students' worksheet in reading recount texts at 8th grade of SMP N 3 Sitiotio?

C. The Objectives of the Study

As mentioned in the problems of the study above, the objectives of the study are formulated as follows:

1. To find out the benefits of using the wordwall website as a students' worksheet in reading recount text at 8th grade of SMP N 3 Sitiotio

2. To investigate the procedures of wordwall website used by the teacher as a students' worksheet in reading recount text at 8th grade of SMP N 3 Sitiotio

D. The Scopes of the Study

In general, worksheets are divided into two types: conventional worksheet and electronic worksheet. In this study, researchers focused on electronic worksheet, specifically the Wordwall website. Wordwall served as a tool to assess students' comprehension, particularly in reading skills. Grade VIII students at SMP N 3 Sitiotio study various text types, including description texts, narrative texts, procedural texts, story texts, and others. This research focused on personal

recount text. The observed aspects were the benefits and the procedures of the teacher used the wordwall website as a students' worksheet in reading personal recount text in grade VIII students' textbook for *Kurikulum Merdeka* entitled English for Nusantara in chapter 1 at SMP N 3 Sitiotio.

E. The Significances of the Study

The findings of this study are expected to be relevant and useful as follows:

1. Theoretically

    The results of this study are expected to add insight and knowledge for the linguists, other researchers, teachers, and students who want to learn about students' worksheet based technology, especially wordwall website to enrich and develop their knowledge about the use of wordwall website as a students' worksheet in reading recount text.

2. Practically

    The results of this study are expected to be useful for some aspects, as follows:

    a. For teachers: this research will provide valuable insight into the practical application of the wordwall website as a students' worksheet for reading texts in the classroom. Teachers can gain a deeper understanding of how to effectively integrate this digital tool into their teaching strategies to improve students' reading comprehension.

    b. For students: by using the wordwall website as a students' worksheet, students can experience a marked improvement in their reading

comprehension skills. The interactive and engaging nature of the website can foster a more dynamic learning environment, leading to improved comprehension and retention of recount texts.

c. For other researchers: this study is expected to become a comprehensive reference for researchers who are interested in exploring the effectiveness of using the wordwall website as a students' worksheet. The findings and insights gained from this study can guide future research and provide a strong foundation for further investigation of similar educational technologies and methodologies.