THE EFFECTIVENESS OF WAYGROUND APPLICATION ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

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By

ALFAIZIAH

21421013

English Language Education Study Program

Faculty of Teacher Trainer and Education

La Tansa Mashiro University

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APPROVAL SHEET

THE EFFECTIVENESS OF WAYGROUND APPLICATION ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

By

ALFAIZIAH

21421013

Approved on 29 of September 2025

By the Consultant Team

Primary Supervisor	Co-Supervisor
Fheby Indriyanti Nurpratiwi, M.Pd	**Reni Apriani, M.Pd**
NIDN. 0401029403	**NIDN. 0426049105**

RATIFICATION SHEET

THE EFFECTIVENESS OF WAYGROUND APPLICATION ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

By:

Alfaiziah

21421013

Defended before the Board of Examiners on 29 of September and Declared Acceptable

Board of Examiners

Primary Supervisor : Fheby Indriyanti Nurpratiwi, M.Pd (.....)

Examiner 1 : Hikmah Pravitasari, M.Pd (.....)

Examiner 2 : Yesi, M.Pd (.....)

Rangkasbitung, 7 October 2025

English Language Education Study Program

La Tansa Mashiro University

Head of Study Program,

Hikmah Pravitasari, M.Pd.

NIDN. 0419119002

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 3 October 2025

The Writer,



Alfaiziah
21421013

MOTTO

"Live as if you were to die tomorrow. Learn as if you were to live forever. True education must correspond to the surrounding circumstances, or it is not a healthy growth. The future depends on what you do today, and the best way to find yourself is to lose yourself in the service of others"

Mahatma Ghandi

DEDICATION

Gratefully and thinkfully, I dedicate this thesis skripsi to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents: Arda Billy, Madarip and Hamdah thanks for your advice, love, prayer, support, and always encouraging me in finishing my study. My dear sister, Auliatul Mukaromah. My dear brothers, Sirojudin and Muhammad Syifa Nur Rohmat, for always cheered me up every time I went home. May Allah always give them health and always take care of them
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8. My lovely classmates of English Education Department La-Tansa Mashiro University who have suffered together during four years.

The writer fully realizes that this thesis is still far from perfect due to limited time, energy, and capability. Therefore, constructive criticism and suggestions are highly welcomed for the improvement of this work in the future.

Finally, the writer hopes this thesis may be useful for readers, especially for students of the English Education Study Program and future researchers in similar topics.

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expected to be useful not only researcher, but also for readers. For this reason, suggestions and constructive criticism are most welcome.

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THE EFFECTIVENESS OF WAYGROUND APPLICATION ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT

By

Alfaiziah
21421013

ABSTRACT

This study aimed to investigate the effectiveness of the Wayground application in improving students' reading comprehension of narrative texts. This research employed a quasi-experimental design. The participants were ninth-grade students of an Islamic Junior High School in Indonesian at the Academic Year 2025/2026, with the population f 90 students. This research was carried out in two classes, namely experiment class that was taught using Wayground and a control class that was taught using conventional methods. The data were gathered through tests which consists of pre-test and post-test as the primary instrument, and field note as secondary instrument. The researcher took IX-A as the experiment class and IX-B as control class, each class consists of 30 students. The collected data were analyzed using descriptive statistics and inferential statistic to analyzed the data including normality, homogeneity, and t-test to verify the hypothesis by using IBM SPSS v.30. The results revealed that the students in the experimental group showed a significant improvement in their post-test scores compared to the control group. The mean score of the experimental class increased from 41.07 in the pre-test to 88.27 in the post-test, while the control class did not show a significant improvement. The t-test result confirmed that the use of Wayground application had a statistically significant effect on students' reading comprehension ($p < 0.05$). It can be concluded that the Wayground application is effective in enhancing students' reading comprehension of narrative texts. The interactive features of the application motivated students to actively engage in the learning process and helped them build a deeper understanding of narrative elements such as plot, characters, and moral values. Therefore, Wayground can be considered an alternative digital learning tool to improve students' reading comprehension in English classes.

Keywords: Wayground application, reading comprehension, narrative text, effectiveness, quasi-experimental, English Language Learning

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading comprehension is a fundamental component of language learning, particularly in the context of English as a foreign language (EFL). It enables learners to derive meaning from texts, integrate new knowledge with prior understanding, and critically engage with written information. As emphasized by Dechant (2023) reading comprehension is crucial in education because it not only supports learning in language subjects but also facilitates students' ability to access and process information in content areas. Despite its importance, many EFL students encounter persistent challenges in mastering reading comprehension, particularly with narrative texts. According to Grabe & Stoller, L (2021) stated that reading in a second language contributes significantly to the development of linguistic competence and academic literacy. Consequently, promoting effective reading comprehension strategies is vital to ensuring student success in both academic and real-world scenarios. In this context, many EFL learners continue to struggle with reading comprehension particularly in identifying main ideas, making inferences, and understanding narrative structure.

In this digital era, the integration of technology into education has become increasingly essential. The shift toward digital learning tools is driven by the need to accommodate students' familiarity with and preference for interactive and multimedia platforms. As digital natives, today's students are more engaged by visually and interactively rich environments. According to Reid et al. (2023) the

digital-native learners prefer interactive, fast-paced, and multimedia-based content because it aligns with the way they process information and stays motivated. This implies that integrating digital tools into reading instruction, such as gamified applications or interactive platforms, can create a more stimulating learning environment and increase students' motivation and participation in reading activities. Therefore, researcher is compelled to adopt innovative approaches that align with students' digital habits and enhance their learning outcomes. As supported by Albiladi & Abdeen (2021) the use of digital platforms can enhance students' reading engagement and allow for adaptive learning environments tailored to individual needs. This perspective is highly relevant in modern classrooms where students are more motivated and focused when digital tools are employed. Moreover, students' respond more enthusiastically when learning involves technology that offers interaction and gamification. One of the alternative tools that has shown promise in this regard is Wayground formerly Quizizz, a game-based learning platform that provides immediate feedback and encourages student participation. It serves as an effective embedding of narrative texts. Therefore, teacher needs to consider better and interactive teaching method that effectively engage the students' reading comprehension by integrating technology into their teaching and learning process.

Wayground is an online game-based learning platform has emerged as a popular tool in modern classrooms. It allows educators to create and administer interactive quiz that can be accessed in real-time or assigned as homework. The application provides immediate feedback, incorporates elements of gamification,

and fosters a competitive learning environment. These features contribute to increased student engagement, motivation, and ultimately academic achievement. Research by Annisa & Susanti (2024) indicates that the use of Quizizz significantly improves students' performance in reading comprehension tasks. The use of Wayground in reading comprehension, particularly of narrative text provides a dynamic and engage learning environment that enhances students' understanding of plot structures, character development, and sequence of events. Unlike traditional reading exercises, Wayground offers interactive quiz with visual cues, the limits, and immediate feedback, which helps learners process information more efficiently. Narrative texts, which often follow a predictable structure (orientation, complication, and resolution) can be oriented through quiz formats that test students' ability to identify main ideas, infer meaning, and sequence events. According to Nurmantara et al. (2023) students' who used Quizizz to learn narrative texts demonstrated increased motivation and comprehension due to the platform's gamified learning approach. Therefore, this interactive model helps students actively engage with reading materials, thus fostering deeper understanding and retention compared to passive reading. Moreover, it accommodates different learning paces and styles, making it a versatile tool in the EFL classroom.

Despite the growing popularity of digital learning platforms like Wayground, there remains a lack of experimental studies that especially examine its effectiveness in improving students' reading comprehension, especially in the context of narrative texts. While previous research has explored the general benefits of gamified learning tools on student motivation and classroom engagement, few

have focused on how these platforms directly impact comprehension outcomes. Therefore, this research seeks to fill that gap by investigating what the Wayground application can be effectively utilized to improve reading comprehension in narrative texts among EFL learners. Furthermore, by addressing this underexplored area, the study contributes to the growing body of literature on digital learning and offers practical insights for language educators seeking to integrate technology meaningfully into their reading instruction.

1.2 Identification of the Problem

Based on the background above, several core issues have been identified:

1. Many students have low reading comprehension skills, especially in understanding narrative texts.
2. Traditional teaching methods often fail to stimulate student interest in reading
3. The potential of digital learning tools like Wayground remains underutilized in EFL reading instruction

1.3 Limitation of the Problem

This research is limited to investigating the effectiveness of the Wayground application on students' reading comprehension of narrative texts. The study focuses specifically on ninth-grade students at Islamic Junior High School during the academic year 2025. The research centers solely on the genre of narrative text, which includes identifying the orientation, complication, resolution, main idea, and supporting details. Additionally, the study limits the use of Wayground as a tool for improving reading comprehension through interactive quizzes.

1.4 Formulation of the Problem

To address the issues identified, the research question is formulated as follows: How effective is the use of Wayground application in improving students' reading comprehension of narrative texts at Islamic Junior High School?

1.5 Objectives of the Study

The objective of this study is to investigate the effectiveness of Wayground Application as a digital learning tool in improving students' reading comprehension of narrative texts at Islamic Junior High School.

1.6 Significance of the Study

The findings of this study are expected to provide:

1. For educators: This study will help teachers adopt innovative teaching strategies by integrating Wayground into their reading comprehension lessons and as an alternative assessment tool to evaluate students' understanding of narrative texts in more interactive and engaging way.
2. For students: This study will hopefully improve students' reading comprehension skills by engaging them in an interactive, enjoyable learning process, and increase motivation and participation in reading activities by the using Wayground application
3. For researchers: The result of this study is serving as a reference for future studies on the use of game-based learning through Wayground application in language education. It also encourages future research on other digital tools and their impact on reading comprehension or other language skills.

CHAPTER II

LITERATURE REVIEW

2.1 Reading Comprehension

Reading comprehension is a fundamental component of language learning, particularly in the context of English as a foreign language (EFL). It enables learners to derive meaning from texts, integrate new knowledge with prior understanding, and critically engage with written information. According to Grabe & L. Stoller (2021) state the reading in a second language contributes significantly to the development of linguistic competence and academic literacy. Consequently, promoting effective reading comprehension strategies is vital to ensuring student success in both academic and real-world scenarios.

2.1.1 The Concept of Reading Comprehension

Reading comprehension refers to the ability to process text, understand its meaning, and integrate it with prior knowledge. According to Wahyuni & Styaningsih (2023) effective comprehension involves decoding, interpreting, and critically analyzing information. In the context of EFL, reading comprehension is vital for academic success and language acquisition. Furthermore, reading comprehension enables students to understand various types of texts, infer meaning, evaluate content, and apply the information in different contexts. Proficient readers employ a range of strategies, such as predicting, questioning, summarizing, and clarifying, to construct meaning and monitor their understanding.

The purpose of reading comprehension is to enable learners to understand texts accurately and effectively, which is crucial in both academic and everyday contexts. According to Grabe & L. Stoller (2021) reading is not only about recognizing words, but also about building coherent mental representations of textual information. Therefore, reading comprehension is essential for academic success and lifelong learning, especially in a second language context. In second language acquisition, reading helps learners expand vocabulary, improve grammar understanding, and enhance critical thinking skills. Furthermore, good reading comprehension allows students to engage with texts more deeply and draw inferences beyond the literal meaning. It also supports the development of other language skills such as writing and speaking. Ultimately, mastering reading comprehension empowers learners to become independent readers and successful communicators in diverse contexts.

The process of teaching reading comprehension involves a range of strategies such as predicting, questioning, clarifying, and summarizing. These strategies help learners develop their metacognitive awareness. As a A. Al Roomy (2022) emphasizes the importance of explicit instruction in reading strategies, stating that learners who are taught to be aware of how they read are more successful in constructing meaning from texts. In EFL settings, this requires teachers to scaffold instruction and provide meaningful reading experiences.

2.1.2 Aspects of Reading Comprehension

Reading comprehension is a fundamental component in language learning that enables learners to understand, interpret, and evaluate texts in meaningful ways. That involves more than just decoding written symbols; it includes constructing meaning through an interactive process between the reader and the text. According to Ostojic (2023) reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This emphasizes that comprehension is a cognitive activity that involves the integration of linguistic, textual, and conceptual knowledge. Reading comprehension also plays a vital role in fostering learner autonomy. When students comprehend texts well, they can explore topics of interest independently, which contributes to long-term language development.

The Reading comprehension based on Vygotsky by Tabrizi et. al, (2024)

1) Literal comprehension is the foundation level of reading comprehension. That's refers to the understanding of information explicitly stated in the text. This involves identifying the main idea, recognizing supporting details, understanding sequence of events, and grasping explicitly stated facts. At this level, readers are expected to answer: who, what, when, and where questions. This aspect aligns with lower-order thinking and is crucial for building understanding before moving to deeper interpretation.
2) Inferential comprehension. This level goes a step further by requiring the reader to make logical deductions based on the text. This includes making

inferences, understanding vocabulary in context, predicting outcomes, and identifying cause-and-effect relationships that are not directly stated. Readers must connect clues within the text to draw conclusions.

3) Critical comprehension. This component involves evaluating the text's content, purpose, and reliability. This dimension asks readers to analyze the author's intent, distinguish between fact and opinion, assess arguments, and form judgements about the message or theme.
4) Cultural Understanding refers to the ability to recognize and interpret cultural elements in the text, including customs, values, social norms, and historical or contextual backgrounds. This encourages students to become globally aware readers.

These categories serve as the theoretical foundation for designing reading comprehension questions in this study. According to Al-Qahtani (2021) effective reading comprehension entails the ability to interpret the meaning behind the words, not just to identify what is explicitly stated. This suggests that comprehension is a dynamic process involving active engagement with the text, where readers construct meaning through interaction between the text and their cognitive processes. Furthermore, readers must be able to monitor their understanding, recognize when confusion occurs, and apply strategies to clarify meaning. This holistic process highlights that comprehension is not a passive skill but an interactive and strategic one, essential for deep learning and critical thinking.

When connected to narrative texts, these aspects become even more relevant. For instance, identifying the plot, characters, and setting requires literal comprehension; understanding character motivations and predicting outcomes calls for inferential comprehension; and evaluating the moral message of the story involves critical comprehension, these aspects of comprehension allow readers to engage deeply with narrative structures and themes, which is central to EFL reading comprehension.

2.1.3 The Importance of Reading Comprehension in EFL Learning

In the field of language education, reading comprehension holds a crucial role as it supports vocabulary development, grammar acquisition, and cultural awareness. Strong reading skills provide learners with access to a wide range of information and enable them to communicate more effectively. As noted by Alqahtani (2024) reading comprehension is not only vital for academic achievement but also enhances learners' autonomy and motivation. Furthermore, reading comprehension fosters the development of higher-order thinking skills such as analysis, synthesis, and evaluation. This is particularly important in narrative texts, which often present complex plots and moral dilemmas. As G. Shemshadsara et al. (2019) argue that the ability to comprehend texts deeply improves learners' capacity to analyze language structures and interpret meaning in context. Thus, promoting reading comprehension in the classroom is essential for comprehensive language development.

Reading comprehension plays a vital role in the development of language skills, as it enhances vocabulary acquisition, grammatical understanding, and

discourse knowledge. It also contributes to learners' academic achievement across all subject areas. Alqahtani (2024) state that reading comprehension is central to second language learning because it supports both receptive and productive language functions. Through reading, learners are exposed to models of good language use, which helps improve their speaking and writing abilities. In addition Sofyan et al. (2021) notes that reading comprehension fosters independent learning and critical thinking. Students who develop strong reading skills are better able to analyze arguments, synthesize ideas, and form their own opinions. These cognitive benefits make reading comprehension not only a linguistic skill but also a foundational academic competency.

The importance of reading comprehension has become even more pronounced in the digital age, where learners are required to process large volumes of information quickly and effectively. According to Annisa & Susanti (2024) platforms like Wayground offer real-time feedback and gamified activities that support comprehension monitoring. Thus, this study emphasizes the significance of reading comprehension in EFL learning and explores how digital platforms can enhance students' understanding of narrative texts.

This study focuses on reading comprehension of narrative texts, particularly on the dimensions that are enhanced through digital learning platforms. Given that Wayground facilitates comprehension checks in an interactive manner, it aligns well with these comprehension aspects, allowing educators to monitor students' understanding in real-time through engaging formats.

2.1.4 Reading Competence for Junior High School

Reading competence in junior high school is a crucial component of English Language Learning, as it equips students with the ability to understand and interpret various types of texts, particularly narrative text. According to Grabe & L. Stoller (2021) at this stage, students are expected to move beyond basic decoding skills and begin to understand, analyze, and interpret texts more critically. The curriculum for junior high school emphasizes not only literal comprehension but also inferential and evaluate skills, which are essential for academic success across subjects.

Reading Competence at Junior High School Level in the *kulikulum merdeka* focus on reading literacy, which includes students' ability to understand, use, reflect on, and interact with written texts to achieve personal goals and to participate in society. Ramadhianti & Somba (2023) detailed Reading Competence at Junior High School Level:

1. Understanding Words and Information: Students are able to read words fluently and understand new information along with vocabulary that carries literal, connotative, and figurative meanings.
2. Identifying Main Ideas: Students are able to identify the main ideas from descriptive, narrative, and expository text.
3. Understanding Context: Student are able to comprehend objects, phenomena, and characters described in texts.
4. Understanding Literary Values: Students can identify the values contained in literary texts such as prose (short stories/novels), and poetry.

In conclusion, reading competence at the junior high school level is not merely about recognizing words but extends to deeper comprehension, interpretation, and critical thinking skills that are aligned with the goals of the *Kurikulum Merdeka*. By fostering students' ability to understand vocabulary, identify main ideas, interpret context, and appreciate literary values, educators help shape learners who are not only academically prepared but also able to use reading as a tool for personal growth and active participation in society. This comprehensive approach ensures that reading becomes a lifelong competency that supports both academic success and social engagement.

2.2 Narrative Texts as Reading Material

Narratives are literary works that tell a story, often involving characters, settings, and plot developments. According to Yuvirawan et al. (2021) explains that narrative texts aim to entertain, inform, or convey moral lessons. Recognizing the components of a narrative, including the orientation, complication, and resolution, plays a vital role in enhancing reading comprehension. Narrative texts are particularly useful in language learning as they provide rich linguistic input, cultural knowledge, and contextual vocabulary use. They also encourage imaginative thinking and emotional engagement, which can enhance comprehension and retention.

2.2.1 The Nature of Narrative Text

Narrative text is one of the most common and essential text types used in language learning, especially for developing reading comprehension. It is defined as a type of text that tells a story or recounts events in a structured

sequence. According to Sarv & Järv (2023) narrative texts are organized around the structure of orientation, complication, and resolution, enabling readers to follow the development of events and characters. This genre often includes imaginative or factual content, which makes it appealing and relatable to students. The primary purpose of narrative text is to entertain, inform, or teach a moral lesson through a story. As stated by Sinta et al. (2020) narrative texts are essential in education because they help students understand temporal sequencing, cause-and-effect relationships, and emotional development. These elements contribute to improved reading comprehension by engaging readers both cognitively and emotionally. The elements of narrative texts by Sinta et al. (2020):

1) Characters: are individuals involved in the story. They can be humans, animals, or even imaginary creatures. The main character (protagonist) is usually the one who faces the main conflict, while other supporting characters help develop the plot.
2) Setting: refers to where and when the story takes place. It helps readers visualize the environment and context of the story, such as the location, time period, weather, or social conditions.
3) Plot: is the series of events that make up the story. It typically follows a clear structure: orientation (introduction, complication/problem), and resolution (solution). This structure helps create interest and emotional engagement.

4) Conflict: is a challenge or problem faced by the main character. It drives the story forward and can be internal (within the character) or external (between characters or with outside forces).
5) Theme: is the central idea or message the author wants to convey. It can be about friendship, courage, honesty, love, or other moral or social issues.
6) Point of View: is the perspective from which the story is told. The point of view influences how readers understand the story.
7) Language Features: use specific language characteristics, such as past tense, action verbs to describe events, time connectives to sequence events, descriptive language to create vivid imagery and emotional depth.

Moreover, narrative texts support language acquisition by exposing learners to a variety of sentence structures, vocabulary, and cohesive devices. As emphasized by Qatrinada & Apoko (2024) narrative texts serve as an effective tool for EFL learners because they reflect natural language use and provide meaningful contexts for vocabulary development. When learners are exposed to authentic and structured stories, they are more likely to internalize grammar and meaning. In the context of this study, narrative texts are used as the primary reading material to measure students' comprehension performance with the aid of Wayground.

2.2.2 The Linguistic Features of Narrative Text

Narrative texts possess specific linguistic features that distinguish them from other genres, such as descriptive or expository texts. According to Magfiroh et al. (2021) Linguistics in narrative text focus on the language

features that construct the storyline. These include the use of past tense to describe past events, adverbs of time and time conjunctions to estabilish chronological order, action verbs as well as saying and thinking verbs to enliven characters, and the use of noun phrases and adjective phrases for detailed description.

The following are the linguistics features by Magfiroh et al. (2021):

1. Use of Tenses (Past Tense): A narrative text talks about events that have already happened; therefore, it employs various past tense forms such as simple past tense, past continuous tense, and past perfect tense to indicate actions in the past.
2. Adverbs of Time: Words such as *long time ago*, *once, suddenly,* and *before* are used to provide information about when an event occurred, helping readers to follow the chronological sequence of the story.
3. Time Conjunctions: Connectors such as *after, then, as soon, as,* and *until* function to show casual relationships between events and to organize the sequence of actions in the narrative.
4. Action Verbs: These are used to express activities or actions performed by the characters.
5. Saying and Thinking Verbs: Such as *said, told,* and *thought* are applied to illustrate dialogue among characters or to express what the characters are thinking in the story.
6. Noun Phrases and Adjective Phrase: The use of noun phrases and adjective phrases provides more detailed descriptions of characters, settings, or

objects, enabling readers to better imagine the situations and elements of the story.

7. Direct Speech: The application of dialogue or direct quotations makes the story more vivid and engaging, drawing readers into the characters' conversations.

The linguistic features of narrative texts play an essential role in constructing the storyline and helping readers comprehend the sequence of events. The use of past tenses, adverbs of time, time conjunctions, action verbs, saying and thinking verbs, noun phrases, adjective phrases, and direct speech are the core elements that shape the uniqueness of narrative texts compared to other genres. These features not only guide readers to follow the chronological order of events but also enhance their engagement by providing vivid descriptions and lively dialogues. Therefore, understanding and applying these linguistic features is crucial for students in improving their reading comprehension of narrative texts.

2.2.3 The Structure of Narrative Text

Narrative text has a distinctive organizational structure used to deliver a story. According to Rohmana & Amalia (2022) in genre-based pedagogy, the structure of narrative text consists of several main stages as follows:

a. Orientation: This part introduces the characters, setting, and background of the story. This stage helps readers understand the context and prepare for the events that follow. It serves as the foundation of the narrative, setting up the world in which the story unfolds.

b. Complication is the core part of the narrative where a problem or conflict arises. This element is what drives the plot forward and engages the reader's interest. The complication may involve challenges, misunderstandings, or unexpected events that the characters must face and overcome.
c. Resolution is the final stage where the conflict is resolved. It provides closure to the narrative, showing the outcome of the characters' actions and how the situation changes. The resolution can be positive or negative depending on the story's direction.

This structure provides readers with a framework for organizing information and understanding the text holistically. According to Moon et al. (2022) notes that the schematic structure of narrative texts facilitates comprehension by guiding readers through predictable patterns, which is especially beneficial for learners with limited English proficiency. Moreover, narrative texts often employ descriptive and emotive language that helps readers visualize scenes and understand the emotional dynamics of the characters. Yuvirawan et al. (2021) states that descriptive language in narratives enables learners to build mental imagery, which supports deeper engagement with the text. When students are able to imagine settings and emotions, they process information more effectively, which is critical for long-term memory retention. With the rise of digital learning tools, technology can assist learners in identifying and analyzing these linguistic features. Digital platforms like Wayground allow teachers to design interactive reading tasks that draw attention to key elements

of narrative texts, such as verb tense usage or the function of temporal conjunctions. According to Savinna (2022) incorporating technological tools into reading instruction not only improves linguistic awareness but also increases student participation. The combination of gamification and instant feedback allows students to learn language patterns through repetition and practice in a more engaging way. Hence, understanding both the structure and language of narrative texts is crucial for developing students' reading comprehension skills. This study emphasizes the use of narrative texts not only for their literary value but also for their effectiveness as tools in assessing how digital platforms like Wayground can enhance reading comprehension in an EFL context.

2.3 Wayground Application in Education

The integration of technology in education has transformed conventional learning into a more interactive and engaging process, especially in language learning. Wayground or formerly Quizizz, is one such digital tool that facilitates formative assessment and supports the learning process through game-based quizzes. As noted by Annisa & Susanti (2024) Quizizz is a free online learning platform that allows educators to create multiple-choice questions, polls, and other interactive activities that can be accessed via smartphone or computer. It provides immediate feedback and analytics, which are essential for monitoring student progress.

Wayground supports student engagement by incorporating game elements such as avatars, leaderboards, and timers. These features have been shown to

improve motivation and participation. According to Karmila Sari & Siti Nurani (2021) students demonstrate greater enthusiasm and sustained focus when using gamified platforms like Quizizz compared to traditional assessment methods. The interactive interface also allows students to work at their own pace, reducing anxiety and promoting independent learning. This autonomy is especially beneficial for EFL learners who may struggle with language barriers in high-pressure classroom settings. In terms of pedagogy, Wayground serves as a formative assessment tool that helps teachers diagnose students' comprehension and tailor their instruction accordingly. As Santika (2023) argue that formative assessment using Quizizz enhances students' learning outcomes by identifying gaps in understanding and offering real-time feedback. The platform's data analytics allow teachers to track which items students frequently get wrong, helping educators make data-driven instructional decisions. This aligns with the principles of Assessment for Learning (AFL), which emphasize ongoing feedback and active student involvement in the learning process. In this study, reading comprehension is explored in relation to the use of the Wayground application, which offers a digital and interactive approach to reinforcing understanding. By integrating gamified assessments into reading instruction, students are more likely to engage with texts actively and meaningfully.

When used in reading comprehension activities, Wayground can help students practice textual analysis, vocabulary recognition, and inferential skills. According to Arrahim et al. (2022) the application of Quizizz in reading classes improves students' comprehension by allowing them to engage with reading tasks

in an interactive format. For instance, teachers can create quizzes based on narrative texts to assess students' understanding of the plot, characters, sequence of events, and implied meanings. This approach combines comprehension instruction with digital engagement, fostering both cognitive and digital literacy. Moreover, the use of Wayground aligns well with 21st-century learning principles, which emphasize critical thinking, communication, collaboration, and creativity (the 4Cs).

In summary, Wayground is not only a tool for assessment but also a means of enhancing instructional quality and student motivation. The use of this application in reading comprehension, particularly for narrative texts, offers an alternative approach to assist students in constructing meaning from texts through engaging and interactive learning experiences. Therefore, this study explores the effectiveness of the Wayground application in improving students' reading comprehension of narrative texts at the ninth-grade level of Islamic Junior High School.

2.4 The Use of Wayground in Reading Comprehension

The rapid development of educational technology has led to the integration of various digital platforms in classroom settings, especially for improving core language skills such as reading. Hamzah (2023) One of the most notable tools is Wayground application, which has emerged as a popular game-based learning platform that combines instructional content with interactive and engaging formats.

2.4.1 How to Use Wayground Application

Wayground is a powerful and engaging learning tool that allows teachers to create interactive quizzes and assignments that support students' learning, especially in reading comprehension. Below is a detailed explanation of how to use Wayground step-by-step, along with the features involved at each stage.

1) Step 1: Sign Up or Log In

To use Wayground, teachers must first create an account at https://Wayground.com. Accounts can be created using email, Google, or Microsoft credentials. After signing up, log in to the platform to access the teacher dashboard.

2) Step 2: Create or Find Existing Wayground

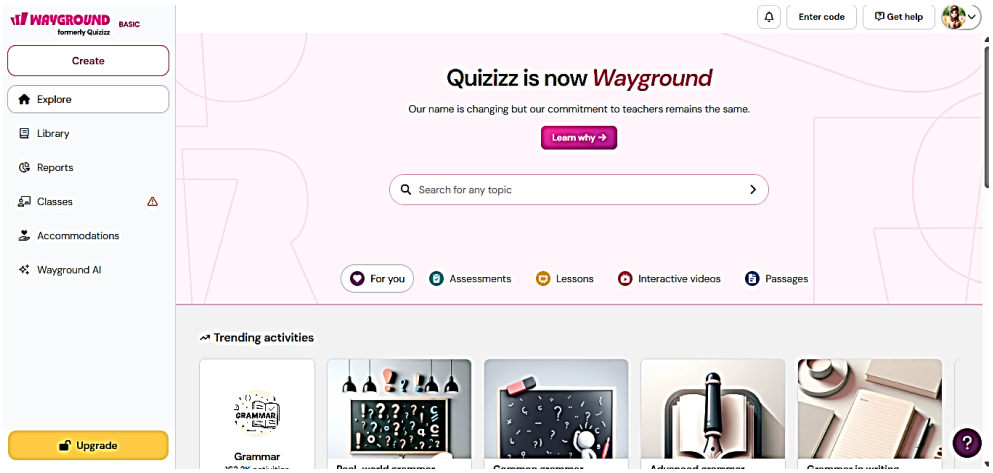


Figure 2. 1 Feature to Create and Find Existing Wayground quiz

After logging in, teachers can either create a new quiz or search from the Wayground library. To create a quiz, click on the 'Create' button, then choose 'Quiz'. Add a title, select the subject, and start adding questions. Each question can have a text, image, or audio. You can also search by keywords (e.g., 'narrative reading') to find existing quizzes shared by other educators.

3) Step 3: Add Reading Material and Questions

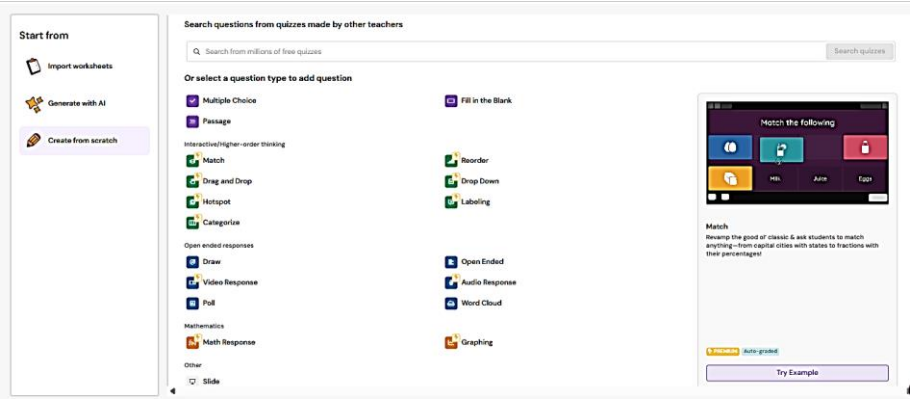


Figure 2. 2 Types of Questions and Materials in Wayground Application

Teachers can input a narrative text as the reading material and follow it with related comprehension questions. Each question can be multiple-choice, true/false, or open-ended. Teachers can also add explanations for each correct answer to reinforce learning.

4) Step 4: Assign the Quiz

Wayground offers two modes for delivering quizzes: 'Live' and 'Homework'. In Live mode, students join synchronously using a game code. In Homework mode, teachers can assign the quiz asynchronously with a deadline. Teachers can copy and share the quiz link or assign it via Google Classroom or Microsoft Teams.

5) Step 5: Students Join and Complete the Quiz

Students access the quiz using the shared link or by entering the code at joinmyquiz.com. Once in the quiz, they will read the narrative passage and answer the questions. Gamification elements such as points, leaderboard, and memes increase engagement and motivation.

6) Step 6: Review Results and Give Feedback

After students complete the quiz, teachers can review the results through the analytics dashboard. This feature shows the overall class performance, question-wise analysis, individual accuracy, and time taken. Teachers can then provide targeted feedback or remedial learning based on the data.

7) Step 7: Reinforcement and Reflection

Based on quiz performance, teachers can organize discussions to clarify common mistakes, encourage peer correction, or assign follow-up quizzes. This reflective practice helps students deepen their reading comprehension and apply critical thinking to narrative texts.

2.4.2 Practical Use of Wayground in Reading Comprehension

The application of Wayground in teaching reading comprehension, especially narrative texts, involves several practical steps:

1) Step 1: Selecting or Designing Reading Materials

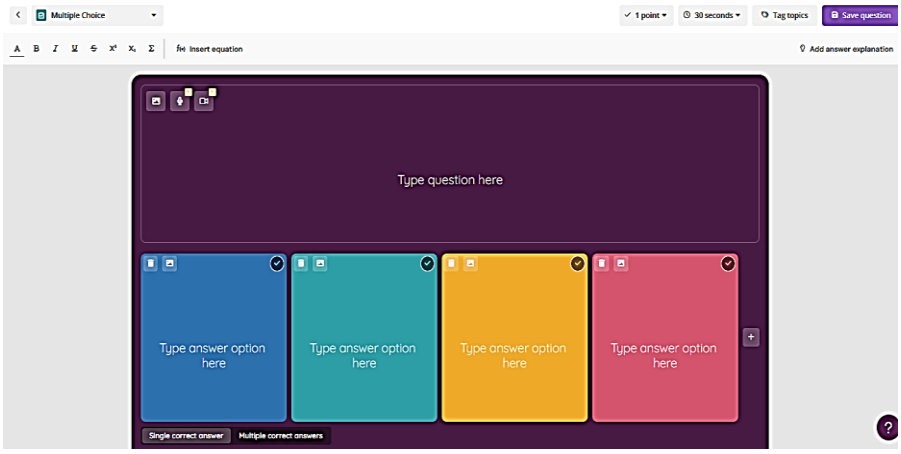


Figure 2. 3 How to Create Your Own Wayground Quiz

Teachers begin by preparing a narrative text that aligns with the learning objectives. This may include classic fairy tales, fables, or short stories. The text should be suitable for the students' reading level and contain elements such as characters, plot, setting, and moral values.

2) Step 2: Creating Quiz Items Based on the Text

Next, the teacher creates quiz questions that assess various reading skills, including:

a. Identifying the main idea and supporting details
b. Understanding character traits and motivations
c. Recognizing sequence of events
d. Interpreting figurative language or moral lessons
e. Drawing inferences or making predictions

3) Step 3: Hosting a Quiz Session

Wayground offers two main modes: Live Game and Homework Assignment. In a live game, students join the quiz synchronously via a game code, making it suitable for classroom-based assessments. In the homework mode, students can complete the quiz asynchronously at their convenience.

4) Step 4: Monitoring and Analyzing Performance

Upon completion, Wayground generates detailed reports that show the accuracy rate, time spent on each question, and individual student responses. This data helps teachers evaluate not only student

comprehension but also the effectiveness of the reading materials and the instructional approach.

5) Step 5: Providing Remedial Support or Enrichment

Based on the quiz results, teachers can provide targeted feedback, conduct follow-up discussions, or assign additional reading tasks to reinforce comprehension.

2.4.3 Features of Wayground That Support Reading Comprehension

The following are key features of Wayground that make it highly suitable for use in reading comprehension:

a. Instant Feedback: Wayground provides real-time explanations for each question immediately after it is answered. This immediate feedback helps learners reflect on their responses and correct misconceptions. In reading comprehension, such feedback supports deeper processing of text and strengthens students' metacognitive skills.

b. Leaderboard: the leaderboard displays top scores in real-time, creating a friendly competitive environment that encourages students to participate more actively. Research shows that incorporating game elements like leaderboards can increase student motivation and learning performance, particularly in language learning contexts.

c. Power-Ups: these are special interactive elements that allow students to earn bonus points or special advantages. Power-ups enhance the gamified experience and sustain attention and enthusiasm, which are crucial in

maintaining focus while engaging with longer or more complex reading materials.

d. Time Limit Options: Teachers can set time limits for answering each question, encouraging students to read and respond more efficiently. This feature is particularly useful in training students for time-bound assessments and in helping them develop better reading fluency and time management skills.

e. Quiz Library: Wayground provides an extensive library of pre-made quizzes that cover a wide range of subjects and skill levels, including reading comprehension. Teachers can easily select or adapt quizzes according to students' proficiency levels, saving preparation time while ensuring instructional relevance.

f. Analytics Report: This feature enables teachers to monitor individual and class performance in detail. Reports include insights into question difficulty, accuracy rates, and learning trends. Such data-driven insights help educators make informed decisions and provide targeted support to students struggling with reading comprehension.

2.4.4 Benefits of Using Wayground in Reading Comprehension

As a learning tool, Wayground provides educators with the flexibility to design reading comprehension activities that align with student needs, while also fostering engagement through competition, instant feedback, and visual stimuli. According to Latifa et al. (2024) Quizizz is an interactive learning platform that promotes active student participation in the reading process. In addition, the

platform allows teachers to monitor student progress in real-time through structured quiz result reports. With its integration into online learning systems, Wayground also supports continuous reading activities both in the classroom and at home.

One of the key benefits of Wayground is its ability to present reading content in a way that supports active recall and retention. The platform allows educators to embed reading passages followed by comprehension questions that test both literal and inferential understanding. This aligns with the cognitive theory of multimedia learning proposed by Mayer (2024) which suggests that learners process information more effectively when it is delivered through multiple channels, including text and visual formats. In this way, Wayground enhances the acquisition and reinforcement of reading skills, particularly in EFL settings where learners often face challenges in engaging with static reading materials. Moreover, Wayground supports personalized and self-paced learning, which is critical in addressing diverse reading proficiencies among students. Each learner can complete quizzes at their own speed, reducing pressure and improving comprehension.

The gamified nature of Wayground, including points, leaderboards, avatars, and real-time results, has been shown to significantly increase motivation and engagement. In a study by Karmila Sari & Siti Nurani (2021) the use of gamification in reading activities led to higher levels of participation and concentration among students compared to traditional reading assessments. The competitive yet low-stakes environment created by Wayground keeps learners

involved, particularly in tasks that require repeated interaction with reading texts. Gamified learning also encourages students to see reading not just as an academic task, but as an interactive challenge. Furthermore, the positive emotional response generated by the use of Wayground can reduce reading anxiety, a common issue among EFL learners. According to Ernawati et al. (2023) integrating game-based tools like Quizizz can lower affective filters, making students more open and receptive to complex reading tasks. When learners are emotionally comfortable, they are more likely to focus, comprehend, and retain information from reading materials, including narrative texts which often involve layered meanings and vocabulary.

In conclusion, Wayground offers a multifaceted approach to improving reading comprehension. It functions not only as a digital assessment tool but also as a motivational and instructional strategy that leverages gamification to enhance learners' cognitive and emotional engagement. Its ability to combine immediate feedback, visual design, and autonomy makes it particularly suitable for teaching narrative texts in EFL classrooms. Thus, the present study explores how the use of Wayground can effectively support students in understanding and interpreting narrative reading materials.

2.5 Review of Relevant Studies

A number of studies have been conducted in recent years to explore the application of Wayground in enhancing students' reading comprehension. These studies provide valuable theoretical and empirical insights that serve as the foundation for this research. While most support the positive impact of Wayground,

the specific focus on narrative texts and the effectiveness in Islamic Junior High School level classrooms remains underexplored, establishing the need for this study.

The first study was conducted by Savinna (2022) entitled *"The Use of Quizizz Application in Improving Students' Reading Comprehension."* The aim of this study was to investigate the effectiveness of the Quizizz application in improving students' reading comprehension skills among junior high school students. The researchers employed a quantitative research method with a quasi-experimental design. The instruments used were reading comprehension tests in the form of multiple-choice questions, administered before and after the treatment. For the data analysis, the researcher applied a t-test using SPSS to compare the mean scores of the experimental and control groups, preceded by normality and homogeneity tests to ensure the validity of the statistical assumption. The findings showed a significant improvement in students' reading comprehension scores after using Quizizz. The post-test results revealed that the experimental group achieved an average score of 81.25, compared to the control group's average score of 69.10, indicating a notable enhancement in performance due to the intervention. The authors concluded that Quizizz as a gamified learning platform motivates students to engage actively and enhances their understanding of reading materials. This study highlights the positive impact of technology-enhanced learning, particularly the use of game-based applications like Quizizz, in facilitating more interactive and effective reading comprehension instruction. These findings reinforce the relevance

of further research into the application of Quizizz, especially in contexts where digital engagement can support academic achievement in language learning.

The second study was conducted by Muir et al. (2022) entitled *"Quizizz-Based Intervention to Enhance Critical Reading Skills."* This study aimed to investigate the effectiveness of Quizizz in improving students' critical reading abilities, particularly in interpreting narrative texts. The researchers used a quasi-experimental method involving 60 senior high school students divided into experimental and control groups. Both groups were given pre-tests and post-tests to assess critical reading comprehension. For the data analysis, the researcher employed an independent sample t-test by SPSS. The results showed that the experimental group's average score increased from 65.2 to 79.6, while the control group improved slightly from 64.8 to 71.0. The statistical analysis revealed a significant difference between the two groups ($p < 0.01$). The findings suggest that Quizizz, with its engaging and interactive format, can significantly enhance students' critical reading skills. These results support further exploration of game-based learning tools like Quizizz to improve higher-order thinking skills in EFL classrooms.

The third study was conducted by Firda & Nugroho (2022) entitled *"Analyzing Vocabulary Acquisition via Quizizz in Reading Activities."* The purpose of this research was to explore how Quizizz influences students' vocabulary development during reading tasks. The study employed a quasi-experimental design with a pre-test and post-test involving 50 junior high school students. Participants engaged with narrative reading materials integrated with Quizizz for

four consecutive weeks. For the data analysis, the researcher employed an independent sample t-test assisted by SPSS.The results indicated a notable improvement, with students' vocabulary test scores rising from an average of 58.3 to 74.5. This increase of 16.2 points was statistically significant ($p < 0.001$). The researchers concluded that Quizizz provides repeated exposure to target vocabulary in a fun and memorable way, enhancing retention and understanding. These findings highlight the platform's potential in supporting vocabulary acquisition, making it an effective tool for EFL instruction.

The fourth study was conducted by Putra & Candra (2023) entitled *"Longitudinal Study on Quizizz Integration and Reading Retention."* This study focused on the long-term impact of Quizizz-based learning on students' reading comprehension retention. A longitudinal approach was adopted over a three-month period, involving 40 senior high school students who participated in 12 reading sessions using Quizizz. Students completed reading comprehension tests immediately after the intervention, then again one month and two months later. The average post-test score was 80.1, with a slight decrease to 78.4 after one month, and 76.9 after two months, indicating high retention levels over time. For the data analysis, the researchers applied repeated measures ANNOVA using SPSS. The researchers concluded that the interactive and competitive nature of Quizizz contributed to durable learning outcomes. This study underscores the lasting educational value of Quizizz, validating its use for sustainable reading instruction and warranting further investigation into its long-term effectiveness.

The fifth study was conducted by Wahyuni & Styaningsih (2023) entitled *"The Effect of Using Quizizz as a Media in Teaching Reading Comprehension."* This study aimed to examine whether Quizizz can serve as an effective medium for teaching reading comprehension. The researchers employed an experimental research design involving a control group and an experimental group of eighth-grade students. A pre-test and post-test were administered to both groups using reading comprehension questions based on narrative texts. For the data analysis, the researchers applied an independent sample t-test. The results revealed that the experimental group, which was taught using Quizizz, showed a significant improvement, with the average post-test score reaching 83.20, compared to the control group's average score of 72.40. This suggests that the integration of Quizizz had a positive impact on students' reading comprehension abilities. The study emphasized that the interactive elements, real-time feedback, and competitive nature of Quizizz increased students' motivation and attention during the learning process. These findings demonstrate the potential of Quizizz as an effective digital learning tool in reading instruction. As such, this study provides a strong foundation for further research into the pedagogical benefits of Quizizz, especially in enhancing students' motivation and comprehension in narrative texts.

The sixth study was conducted by Santika (2023) entitled *"Students' Motivation and Achievement in Reading through Quizizz Application."* This study focused on analyzing how the use of Quizizz influences students' motivation and reading achievement. The method employed was correlational, involving a Likert-scale questionnaire to measure students' motivation and a reading comprehension

test based on narrative texts to assess achievement. For the data analysis, the researchers applied t-test and using SPSS application. The findings indicated a strong positive correlation (r = 0.71) between students' motivation and their reading scores, demonstrating that those who were more motivated tended to achieve higher reading comprehension results. This suggests that the gamified and interactive features of Quizizz can effectively stimulate learners' intrinsic interest and contribute to improved academic performance. Although the study did not include a longitudinal approach to track long-term effects, the results offer important insights into the short-term benefits of Quizizz. These findings support further exploration into how Quizizz can be utilized strategically to foster motivation and improve reading comprehension in EFL contexts.

The seventh study was conducted by Annisa & Susanti (2024) entitled *"Using Game-Based Learning with Quizizz to Improve Reading Engagement."* The aim of the study was to assess the effect of game-based learning using Quizizz on students' reading engagement and comprehension. A classroom action research method was employed, involving repeated cycles of planning, implementation, observation, and reflection. The instruments used were reading comprehension tests and student engagement observation sheets. The findings indicated a noticeable improvement in student enthusiasm, participation, and test performance. In the first cycle, the average student score was 68.45, which increased to 75.80 in the second cycle and reached 82.30 in the final cycle. Additionally, classroom observations revealed that students were more motivated, focused, and actively involved during the learning sessions that incorporated Quizizz. The authors concluded that

integrating Quizizz into reading instruction can foster greater engagement and lead to improved comprehension outcomes. For the data analysis, the researchers applied descriptive statistical analysis, that supported by qualitative analysis of classroom observations. These results emphasize the practical benefits of utilizing game-based digital tools like Quizizz in classroom settings. The study serves as a valuable reference for continued exploration of Quizizz's role in enhancing students' learning experiences, particularly in encouraging active participation and sustained interest in reading activities.

The eighth study was conducted by Rulismi et al. (2024) entitled *"The Integration of Quizizz in Reading Class: Students' Perception and Performance."* This research aimed to investigate both students' perceptions and the impact of Quizizz on their reading performance. It utilized a descriptive qualitative method supported by quantitative data. The instruments included questionnaires to gather student perceptions and reading comprehension tests to assess performance. For the data analysis, the researchers applied descriptive statistical analysis, and using SPSS. The findings revealed that a majority of students (over 80%) reported enjoying the use of Quizizz, stating that it made reading activities more interesting and less stressful. In terms of performance, students' average reading score increased from 72.50 to 78.30 after using Quizizz, indicating a modest improvement. The study concluded that Quizizz was perceived positively by students and had the potential to support reading practice, particularly for narrative texts. These results underscore the value of integrating student-friendly digital

platforms like Quizizz in reading instruction to boost both engagement and learning outcomes.

The ninth study was conducted by Wati & Hasan (2024) entitled *"Evaluating Learner Autonomy Using Quizizz-Supported Reading Tasks."* The aim of this study was to evaluate the role of Quizizz in fostering learner autonomy in reading. A mixed-method approach was used, involving 55 eighth-grade students who engaged in independent reading tasks through Quizizz. Data were collected through reading comprehension tests, reflective learning journals, and semi-structured interviews. For the data analysis, the researchers applied the descriptive statistical analysis and thematic analysis. The results showed an average comprehension score of 77.8, while 83% of students reported feeling more confident in managing their own learning. Many students indicated that the ability to repeat quizzes and receive immediate feedback made them more independent and motivated. The study concluded that Quizizz promotes learner autonomy by offering a supportive digital environment for self-paced learning. These findings support continued research into the role of Quizizz in encouraging student-centered learning practices, particularly in digital reading contexts.

In conclusion, these previous studies consistently support the integration of Quizizz or now known as Wayground in improving reading comprehension, particularly through motivation, feedback, gamification, and learner autonomy. However, most studies focus on general reading contexts, with limited attention to narrative texts or specific school settings. Thus, this research aims to address the gap by investigating the effectiveness of Wayground application in improving

students' reading comprehension of narrative texts at Islamic Junior High School, offering contextual insights that build upon and extend the findings of earlier works.

2.6 Theoretical Framework

The theoretical framework in this study illustrates the process of investigating the effectiveness of the Wayground application on students' reading comprehension in narrative text. This framework is based on relevant theories, including reading comprehension, narrative text, and digital learning tools. The ground theory used in this study is Vygotsky's Theory by Tabrizi et al. (2024). This framework helps to guide the research in a structured manner, ensuring that each step aligns with the study's objectives. Besides that, this research is grounded in several key theories that underpin the use of Wayground in enhancing reading comprehension, particularly in narrative texts.

The platform also aligns with Cognitive Theory of Multimedia Learning by Mayer (2024) which emphasizes that learners understand material better when information is presented using both verbal and visual elements. From a language learning perspective, Reading Comprehension is a complex cognitive skill involving decoding, understanding, interpreting, and evaluating written texts. The theory of Constructivism Vygotsky, revised by Tabrizi et al. (2024) further supports this process by suggesting that learners actively construct meaning through interaction with texts and learning environments.

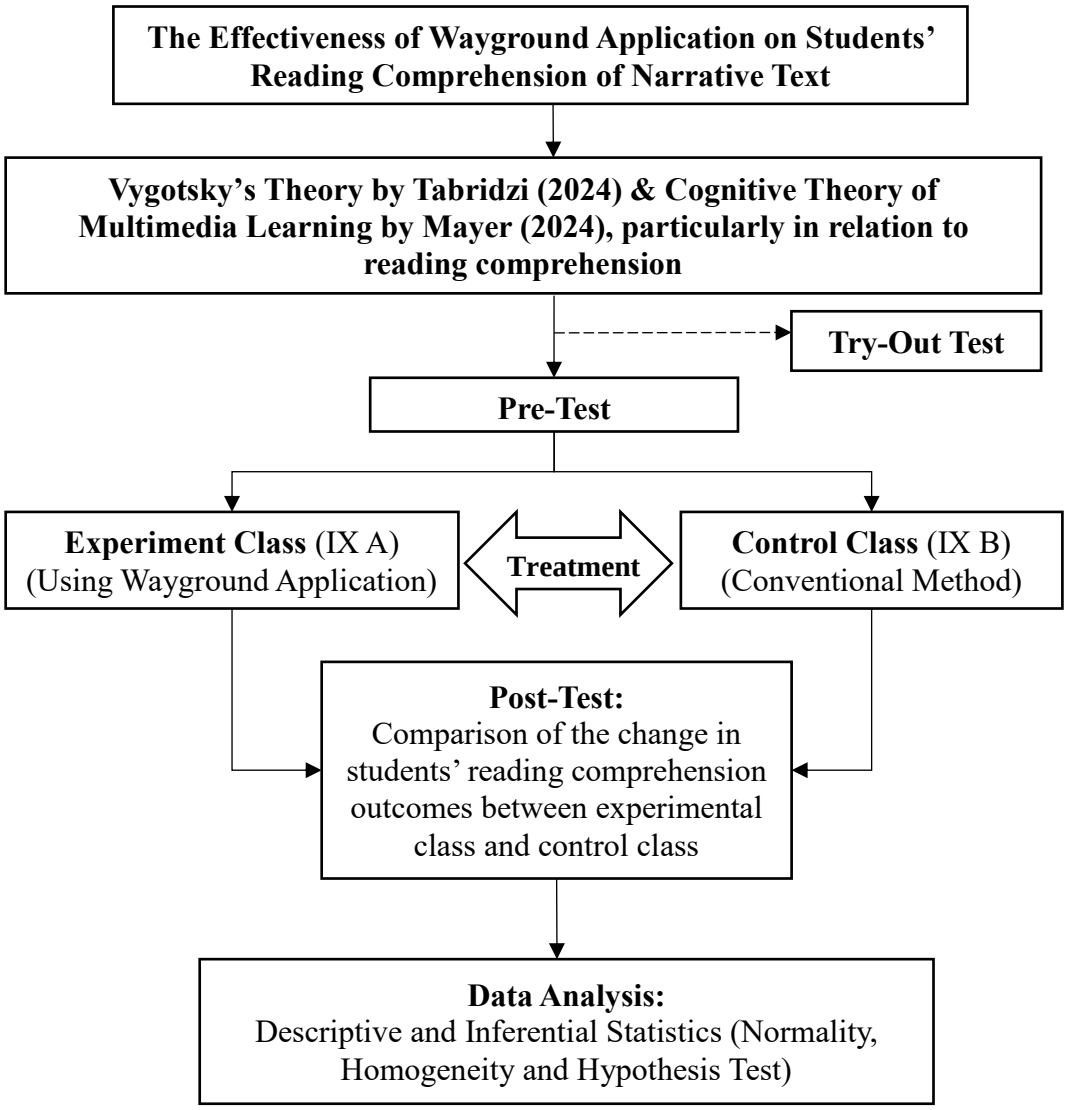


Figure 2. 4 Theoretical Framework

The research process involves both experimental and control classes with three main stages: pre-test, treatment, and post-test, followed by data analysis. The following figure shows the conceptual flow of the research framework:

The framework above thus begins with these foundational theories and proceeds into the research design. An experimental method is adopted, involving both control and experimental groups. Both groups are given a pre-test to determine their initial reading comprehension levels. The experimental group then receives

treatment using the Wayground application to learn narrative text, while the control group follows conventional teaching methods. After the treatment period, both groups take a post-test to measure any improvement. The final step in this framework involves data analysis.

2.7 Research Hypothesis

A hypothesis is a provisional answer to a research question that predicts a relationship between variables. In quantitative research by Creswell & Creswell (2023) particularly in experimental and quasi-experimental designs, hypotheses serve as a foundation for directing the research process and formulating statistical tests. In this study, the hypothesis is formulated to investigate the effectiveness of Wayground, a gamified digital learning platform, in enhancing students' reading comprehension of narrative texts. The research adopts a quasi-experimental design featuring both pre-test and post-test measures administered to control and experimental groups.

To structure this inquiry, the research hypothesis is stated in two forms:

a. Null Hypothesis (H_0):

   There is no significant difference in the reading comprehension of narrative texts scores between the ninth-grade students at Islamic Junior High School those taught using the Wayground application, and those taught using conventional methods.

b. Alternative Hypothesis (H_1):

   There is a significant difference in the reading comprehension of narrative texts scores between ninth-grade students at Islamic Junior

High School, those taught using the Wayground application, and those taught using conventional methods.

The alternative hypothesis (H_1) is aligned with the premise that the Wayground application, by virtue of its engaging and interactive learning environment, will lead to better comprehension outcomes. This hypothesis is grounded in Constructivist Learning Theory (Vygotsky, by Tabrizi et al., 2024) which asserts that learners develop knowledge most effectively when they are actively involved in the learning process, especially in reading. Additionally, it aligns with Multimedia Learning Theory Mayer (2024) which suggests that students' comprehension and retention are enhanced when they interact with educational content through multimedia that engages multiple senses.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted quantitatively by quasi-experimental research design in the form of nonequivalent control group design. This design was chosen because this research intends to investigate the effects of using the Wayground application on students' reading comprehension of narrative texts. Quasi-experimental design allows researchers to measure the effectiveness of an intervention in a real classroom setting where random assignment is not feasible. As Castelnovo et al. (2023) explain quasi-experimental method is especially useful in educational research where practical limitations prevent randomization but causal inference is still necessary. This design enables the researcher to compare outcomes between a group receiving the treatment using Wayground and a group that does not using pre-test and post-test results to assess any significant differences.

In this study, the experimental group received instruction using Wayground, which includes interactive quizzes and feedback to support reading comprehension, while the control group continues with conventional reading instruction without digital tools. Both groups completed a pre-test to measure their initial reading comprehension ability and a post-test to evaluate any progress made after the learning process. As pointed out by Buluş (2021), the non-equivalent control group design ensures that all students receive instruction, only with the instructional method being varied, which minimizes ethical concerns while still allowing researchers to compare the effectiveness. Overall, the non-equivalent control group

design in this research provides a structured yet flexible framework to investigate the effectiveness of digital learning tools in improving students' reading comprehension. By comparing the performance of both groups before and after the treatment, this design helps determine whether Wayground has a meaningful impact on learning outcomes in a natural educational environment.

3.2 Population and Sample

In the quantitative research, a population is overall subject. Population is a region consisting of generalization; objects or subjects who have certain qualities and characteristic that set by the researcher to learn and then draw conclusion. The part of population is observed called a sample. While a sample is a portion of the population chosen to represent the entire population. The sample must have characteristics that are representative of the population so that the research results can be generalized.

3.2.1 Population

The population in this research consists of all ninth-grade students of Islamic Junior High School during the academic year 2025/2026. A population is defined as a large group of individuals sharing specific characteristics and becoming the target of generalizations derived from the research results Sugiyono (2017). The reason for choosing ninth-grade students, because students have already acquired basic knowledge of English, including narrative texts, which are the focus of this study. There were a total of 90 students in the ninth grade at Islamic Junior High School, divided into three classes: IX-A, IX-B and IX-C. These classes share relatively homogeneous characteristics in terms of

curriculum, instructional materials, and teaching methods. This homogeneity is essential to ensure that differences in learning outcomes are more likely due to the treatment administered rather than other external factors such as prior ability or background differences. The decision to limit the population to one grade level within a single school is intended to maintain consistency in the learning context and to facilitate the administration of the experimental procedures. Moreover, students at this level are considered capable of participating in digital learning activities using tools like Wayground, both cognitively and in terms of basic technological skills.

3.2.2 Sample

In this research, the purposive sampling technique was employed, wherein participants were deliberately chosen according to predetermined criteria aligned with the research objectives. The use of purposive sampling in this study was justified by practical considerations, such as the availability of class time, the readiness of students to participate and the formal approval from school authorities. These factors ensured that the selected sample could meaningfully contribute to the analysis of the effectiveness of the Wayground application on students' reading comprehension in narrative texts.

In this case, all students in the ninth grade at Islamic Junior High School meet the criteria as they are in the same academic level and follow a similar English language syllabus. Out of the three available classes, Class IX-A was selected as the experimental group, which received treatment using the Wayground application, while Class IX-B served as the control group, which

received instruction through conventional teaching methods. Each class consists of 30 students, making a total sample of 60 students. The selection of these two classes was based on considerations of balanced class sizes and similar academic performance in previous English assessments. In addition, both classes are taught by the same English teacher, which helps reduce potential bias stemming from differences in teaching styles. Both groups participated in the pre-test and post-test assessments to evaluate their reading comprehension performance. As noted by Ballance (2024) in quasi-experimental designs with non-random sampling, it is crucial that the sample groups are comparable to reduce threats to internal validity. Therefore, care was taken to ensure that both classes had similar backgrounds in terms of English proficiency and learning conditions.

3.3 Data Collection Techniques

This study is focused on students' achievement of reading comprehension in narrative text. The researcher designs four meetings in this study. In the first meeting, the pre-test is given to get the students' background knowledge. In the second to and third meeting, the students are taught about narrative text through different treatment. While the experimental class is taught using Wayground Application, the controlled class is taught by expository technique. After giving the treatment, the students in each class had to answer some questions related to the text. It is used to know whether Wayground Application affects students' reading comprehension achievement rather than using expository technique. In the last meeting, the post-test was given to check whether students' achievement of reading comprehension in narrative text increased or not.

3.3.1 Instrument

To examine the effectiveness of the Wayground application strategy in this quantitative study, the researcher employed testing as the primary data collection instrument. As Creswell & Creswell (2023) the use of test within a quasi-experimental design are multifaceted and allows researcher to: identify students' strengths and weaknesses, assess academic achievement, measure aptitude, and determine readiness for further instruction in the dependent variable by comparing students' performances before and after the intervention. In this study, the tests were administered to three different groups: a tryout class, a control class, and an experimental class. Moreover, the researcher used Field note as the secondary data collection instrument to support the primary data. The explanation of each instrument as followed:

1. **Test**

   The test instrument used in this research was an objective-type test, specifically in the form of multiple-choice. Objective tests are considered advantageous due to their ease of scoring, reliability in measurement, and practicality for large-scale assessments. As supported by Yu et al. (2025) objective tests such as multiple-choice and true/false formats provide efficient ways to assess comprehension outcomes, particularly in language learning contexts, to minimize scorer bias and enable consistent interpretation across respondents. These formats were chosen in this study based on the following considerations:

   1) The scoring process is straightforward and can be done efficiently.

2) The statistical analysis, especially reliability estimation, is easier to conduct.
3) The test format is practical and accessible for students to respond within a limited time frame.

Tests are used to measure students' reading comprehension and are administered twice; namely, the pre-test and post-test.

a. Pre-test

In this research, a pre-test was administered to measure the students' initial ability in comprehending narrative texts before the treatment was implemented. According to Creswell & Creswell (2023), a pre-test functions as an initial measurement that enables the researcher to evaluate participants' competence prior to the use of an intervention. Through this stage, the researcher was able to identify the students' entry-level reading comprehension and employ it as a baseline for comparison with the results obtained after the treatment.

The pre-test consisted of 25 multiple-choice items developed based on the blueprint indicators of reading comprehension in narrative texts. The questions were designed to measure the following aspects: Literal understanding: students identify explicit information from the text, inferential understanding: students make logical inferences from the narrative, critical thinking: students analyze characters' actions and their consequences, evaluative judgment: students evaluate moral lessons or

messages from the story, and moral reasoning: students interpret ethical or moral values embedded in the text.

The test was administered to both the experimental and control groups under the same conditions. Students were provided with narrative passages and instructed to answer the questions within 45 minutes. Their responses were then collected and scored to determine their initial achievement level. The results of this pre-test not only ensured that both groups started from a relatively comparable position, but also revealed specific areas where students encountered difficulties in comprehending narrative texts.

b. Post-Test

Post-test is held as the final test after the researcher has applied the treatment. It is used to see whether or not the Wayground application effective to improving students' reading comprehension achievement. Post-test will be given to both of classes after receiving treatment. Based on Arikunto (2021) the score of students' achievements can be calculated by using the following formula:

$$Score = \frac{The\ number\ of\ right\ answer}{The\ number\ of\ question} x100$$

The tests consist of some reading passages followed by 5 multiple choice questions in each reading passage. Correct answers are scored 1 each, and wrong answers are scored 0. Total score is 25. The reading passages in each test contained different types of questions. Specifically, the test consists of 5 reading passages with a total of 25 multiple-choice

questions. The types of questions include main idea, specific information, inference, vocabulary in context, and reference questions, which are commonly used to assess students' reading comprehension ability.

Before doing the test, the researcher conduct a preliminary test first to try out the instrument, consisting 50 multiple-choice questions. Good evaluation of our tests can help us measure students' skill more accurately. Based on the statement above, before administering the real test (pre-test and post-test), the researcher conducted a preliminary test to assess the test quality. The blueprint of the try-out test can be seen in Appendix 1.

2. Field Note

Field notes are research records used to document various findings during the learning process. In this study, field notes served to capture the classroom activities when the researcher implemented the *Wayground Application* as a learning tool for reading narrative texts. According to Swain and King (2022) emphasize that informal conversations and observations recorded in field notes are an important method of generating data in qualitative research, as they allow the researcher to capture more naturalistic and authentic insights that may not surface in formal interviews. They argue that such notes, whether descriptive or reflective, can complement structured data and enrich the overall findings. The notes were divided into two types: descriptive and reflective. Descriptive notes provide an objective account of students' and teacher's activities during the lesson, such as students' interaction with the

application, their responses to the teacher's instructions, and their level of engagement in reading activities. Reflective notes, on the other hand, contain the researcher's personal thoughts, feelings, and interpretations about the classroom dynamics. By using field notes, the researcher was able to obtain a more comprehensive picture of the effectiveness of the Wayground Application, not only through quantitative test results but also from direct observations of the students' learning process.

3.3.2 Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measure. According to Arikunto (2021), a test is valid if it measures what it purpose to be measured. The validity of an item can be known by doing item analysis and calculated by using IBM SPSS 30. It is counted using product – moment correlation formula based on Arikunto, (2021):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : the coefficients of correction between X and Y

N : the total of subject of experiment

ΣX : the sum of score of X item

ΣY : the sum of score of Y item

If r count > r table with degree of significance 0,05 the items of question is valid, and if r count ≤ r with degree of significance 0,05 the items of question is invalid and should be revised or removed.

3.3.3 Reliability

Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. An instrument can be trusted to use as a tool to collect the data because the instrument is already good (Arikunto, 2013, p. 221). The researcher uses Cronbach's alpha in the SPSS program, the formula for alpha is as follow:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum {\sigma_b}^2}{\sum {\sigma_1}^2}\right)$$

Where:

r_{11} : The reliability coefficient of items
k : The number of item in the test
$\sum {\sigma_b}^2$: Sum of variance
$\sum {\sigma_1}^2$: Total of variance

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher than r_{table}, the item of question is reliable. To know of how much reliable the items, the criteria of Cronbach's Alpha as follow:

Table 3. 1 Criteria of Cronbach's Alpha

Cronbach's Alpha	Interpretation
≥0.90	Very Reliable
0.80-0.89	Reliable
0.70-0.79	Good
0.60-0.69	Enough (need revision)
< 0.60	Not reliable

The result reliability of Instrument, a good test must be valid and reliable. Besides the index of validity, reliability refers to the consistency of test scores, and by having high validity, a good test should also have high reliability too.

After calculating the validity and reliability of the test, to make sure the test is also balanced in each test, the researcher also measures:

a. Degree of Test Difficulty

A good question is a question that is not really difficult and not really easy. Based on Arikunto (2021) the formula for degree of test difficulty is:

$$P = \frac{\sum B}{JS}$$

Where:

P : The difficulty's index.

B : The number of students who has the right answer.

JS : The number of students.

The criteria to classify the items are good or not, so it should be a revision,. The researcher uses the criteria in the table 3.2.

Table 3. 2 The Criteria of Test Difficulty

No.	Difficulty Index	Classification
1	0,70 ≤ p ≤ 00,1	Easy
2	0,30 ≤ p ≤ 70,0	Sufficient
3	0,00 ≤ p ≤ 30,0	Difficult question

The result of degree of test difficulty, a good question is a question that is not really difficult and not really easy.

b. Discriminating Power

The discriminating power is a measure of the effectiveness of a whole test. The higher and lower values of discriminating power, the more effective the test will be.

$$D = \left(\frac{BA}{JA}\right) - \left(\frac{BB}{JB}\right)$$

Where:

D : discrimination index.

JA : member of student in upper group.

JB : member of student in low group.

BA : member of students in upper group who answer the item correctly.

BB : member of students in low group who answer the item correctly.

To classify the whole test, the researcher uses the criteria in the following table.

Table 3. 3 Classification Discrimination Index

No.	Discrimination Index	Classification
1	$0.00 < D \leq 0.20$	Poor
2	$0.20 < D \leq 0.40$	Fair
3	$0.40 < D \leq 0.70$	Good
4	$0.70 < D \leq 1.00$	very good

3.3.4 Treatment

This study is focused on students' achievement of reading comprehension in narrative text. The pre-test was given to Class IX-A as an experimental group and IX-B as Control group to get the students' background knowledge. After conducting the pre-test, the researcher implemented the treatment for the

experimental group using the Wayground application, while control group were controlled through conventional teaching methods. The researcher designed six meeting for the treatment in this study, with each meeting focusing on improving students' reading comprehension of narrative texts. As stated by Brockner & Rubin (2023) treatment is an essential part of experimental research because it is intended to examine whether the applied intervention results in significant improvement in the participants' outcomes.

In the first meeting, the researcher introduced the Wayground application and explained how it could be used as a digital tool to support reading comprehension. Students were guided step by step to access the platform, understand its features, and practice answering short sample exercises so that they became familiar with the application. In the second and third meetings, the students were provided with narrative texts and then engaged in interactive activities through Wayground. The application presented comprehension questions that measured students' ability to identify the main idea, locate specific details, and interpret vocabulary in context. In the fourth and fifth meetings, the activities were designed to be more challenging. Students worked on narrative texts that required them to make inferences and recognize the moral values of the stories. During these sessions, Wayground offered immediate feedback and scoring, enabling students to reflect on their mistakes and learn from them directly. In the last meeting, students completed a comprehensive reading task using Wayground. This session integrated all indicators of reading comprehension, and the application's

interactive features, such as real-time feedback, points, and progress tracking, helped to maintain students' engagement and motivation.

For comparison, the control group was taught the same narrative texts and comprehension tasks but without the use of the Wayground application. They learned through conventional methods such as reading aloud, teacher explanation, and answering printed exercises. This differentiation allowed the researcher to evaluate the effectiveness of the Wayground application compared to traditional instruction in improving students' reading comprehension of narrative texts. After giving the treatment, the post-test was given to check whether Wayground application can affect students' reading comprehension achievement in narrative text. The detailed description can be seen on Field Note at Appendix 9.

3.4 Data Analysis Technique

The data analysis technique in this study was conducted to determine whether the use of the Wayground application had a significant effect on students' reading comprehension in narrative texts. The analysis involved both descriptive statistics and inferential statistics to interpret the data collected from the pre-test and post-test results.

3.4.1 Descriptive Statistics

The data analysis technique in this study was conducted to determine whether the use of the Wayground application had a significant effect on students' reading comprehension in narrative texts. The analysis involved both descriptive statistics and inferential statistics to interpret the data collected from the pre-test and post-test results. Descriptive statistics were used to summarize

the students' test scores through measures such as mean, median, mode, standard deviation, minimum and maximum scores. These statistics provided an overview of students' performance in both the experimental and control groups before and after the treatment. Descriptive analysis also helped to observe any visible improvements or patterns in students' reading comprehension ability.

3.4.2 Inferential Statistic

The process of analyzing data was carried out after the researcher has collected all the data of the study. The data of the test in this study was calculated by using Microsoft Excel, then analyzed by using IBM SPSS Statistics 30 with the significance level of 5% (0.05). These are some steps in analyzing the data of the study.

a. Normality Test

Normality test is used to the data distribution normal or not. According to Ghasemi & Zahediasl (2020), a normality test robust method To find whether the distribution of data is normality test with the Kolmogorov-Smirnov test. The provision of data can be said to be distributed normally if the data has a significance value more than 5% ($\alpha > 0.05$). The table of normality test on pre- and post-test can be seen below.

Table 3. 4 Sample Table of Kolmogorov-Smirnov Normality Test Result

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pre-Test	Experiment						
	Control						
Post-Test	Experiment						
	Control						

b. Homogeneity Test

Homogeneity test is statistical test used to determine whether the variances of two or more groups are equal. Homogeneity test is used to compare variance in a group of three categories data or more, and its categories can be compared fairly if the categories are homogeneous. To calculate the homogeneity test the researcher used *Levene Statistic* test. The research samples variances can be said homogeneous if the significance of data was higher than 5% ($\alpha > 0.05$). In addition, Juodis et al., (2021) emphasize that testing homogeneity is essential in quantitative research to ensure the validity of the results drawn from group comparison. Then, the following table is a sample of a homogeneity test on pre- and post-test.

Table 3. 5 Sample Table of Levene Statistic of Homogeneity Test Result

	Levene Statistic	df1	df2	Sig.
Pre-Test				
Post-Test				

c. Hypothesis Test

Hypothesis test is a statistical method used to determine whether there is enough evidence to conclude that the experimental group and the control group have different means. According to Creswell & Creswell. (2023) hypothesis testing is an essential step in quantitative research to evaluate the assumptions about population parameters through inferential statistics. The researcher uses statistical calculation through an *independent t-test* on IBM SPSS Statistics 30 (Statistics Product and Statistic Solutions) after normality and homogeneity are analyzed. It is used to examine the

significancant difference of students' reading comprehension achievement between the experimental group and control group. After getting the result of data analyzed by using the Independent t-test, the data is calculated by using Cohen's d formula to prove whether the effect size of the technique is strong or not. It is because Cohen's d is the exact effect size for comparison between two means. The formula that is used as follows:

If ${\sigma_1}^2 = {\sigma_2}^2$ (has same variant), the formula is:

$$t = \frac{\overline{x_1} - \overline{x_2}}{SD_{Pooled}} \quad With \quad SD_{Pooled} = \sqrt{\frac{(n_1 - 1){s_1}^2 + (n_2 - 1){s_2}^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{x_1}$ = The mean score of the experimental group

$\overline{x_2}$ = The mean of the control group

n_1 = The number of experiment group

n_2= The number of control group

${s_1}^2$= The standard deviation of experiment group

${s_2}^2$= The standard deviation of both groups

If ${\sigma_1}^2 \neq {\sigma_2}^2$ (has no same variant), the formula is:

$$t^1 = \frac{X - X_2}{\sqrt{\frac{{S_1}^2}{n_1} + \frac{{S_2}^2}{n_2}}}$$

If the obtained score is higher than t-table score by using 5% alpha of significance, Ho is rejected. It means that Ha is accepted: "There is a

significant difference in reading achievement between the experimental and control group."

Testing criteria that apply Ho is accepted if $t_{count} > t_{table}$ where determine $df = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities$(1 - \alpha)$. Values for t Ho rejected. This analysis is used to interpret more completely of the results of the hypothesis. In this analysis, the researcher interprets from the results of the data that have already proceed. Then, compare t-test or $t_o$with t_{table} in the value 5%.

d. Effect Size

In addition to hypothesis testing, this study also calculates the effect size to measure of the treatment effect beyond statistical significance. The effect size provides more practical meaning of the results, showing how strong the influence of independent variable and dependent variable.

Table 3. 6 The Criteria of the Cohen's Effect Size Measurement

Effect Size Index	Classification
0.00 - 0.20	Weak effect
0.21 - 0.50	Modest effect
0.51 - 1.00	Moderate Effect
1.00 >	Strong Effect

Before deciding the result of the hypothesis, there are statistical research hypotheses as follows:

$Ho : \{\mu_1 = \mu_2\}$

$Ha : \{\mu_1 \neq \mu_2\}$

Notes:

μ_1 = students' reading comprehension achievement, who are taught through Wayground Application

μ_2 = students' reading comprehension achievement, who are not taught through Wayground Application

To prove the researcher's assumptions of those hypotheses, the result of t-test calculation was tested with conditions as follows:

1. If $t_o > t_{table}$, or the significance is lower than 0.05 in significance degree 5%, then the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means there is a significant effect of students' reading comprehension achievement after students are taught through Wayground application of narrative text at nine grade students of Islamic Junior High School.
2. If $t_o < t_{table}$, or the significance is higher than 0.05 in significance degree 5% then, Null Hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means there is no significant effect of students' reading comprehension achievement after students are taught through Wayground application of narrative text at the nineth grade students of Islamic Junior High School.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

The findings of this research reveal the results of the pre-test and post-test conducted in the experimental and control classes. These findings provide an in-depth understanding of the effectiveness of the Wayground application in improving students' reading comprehension of narrative text, compared to the conventional teaching methods applied in the control class. The data were obtained from ninth-grade students of the Islamic Junior High School. The test instruments had been previously validated and tested for reliability prior to the main research. This procedure was carried out to ensure that the instruments were suitable and effective for measuring students' reading comprehension. Hence, the result of validity and reliability test, pretest and posttest, treatment procedure, descriptive analysis, and t-test are included in the findings. All the result and discussion showed that Wayground Application has an impact on students' reading comprehension.

4.1.1 The Descriptive Statistics

The research was conducted from 06 September 2025 to 18 September 2025. This research was carried through from steps that involves try out test, pre-test, treatment and post-test. The objective of this research is to find out the effectiveness of Wayground Application on Students' Reading Comprehension in Narrative Text. This research was conducted at Islamic junior high school and was considered to be quasi-experimental design. This research aimed to find out the effect of the Wayground Application on Students' Reading Comprehension

in Narrative Text and to know how significant the use Wayground Application at ninth-grade students of Islamic junior high school, in the Academic Year 2025/2026. The findings from the pre-test and the post-test need to be compared in order to determine whether or not the use of the Wayground Application had any effect. The sample was different from the control class in that the experimental class was given treatment through the using of a Wayground Application, but the control group was not given treatment through the using of a Wayground Application. The data of the research shows the general description students' reading comprehension scores in both the experimental class and the control class. The description is divided into some section: The score of students before treatment, the score of students after treatment, and the differences between pre-test and post-test score of students between experimental class where the students are taught by using Wayground Application Application and control class where the students are taught by conventional method in teaching and learning process at eight grades of Islamic junior high school.

The researcher was tried out the test first to the Intensive as a try-out class to assess the test quality. The researcher prepared 50 items as the instrument of the test. From 50 test items of try-out test, some items were chosen as the instrument of the test (pre-test and post-test). The instrument was chosen by considering many categories, namely validity, reliability, discriminating power and degree test of difficulty. After assess the test quality, the test was given before and after the students follow the learning process that was provide by the researcher. This test was given to IX A as experimental class and IX B as a control

class. After the data was collected, the researcher analyzed the try-out test first that was conducted for students in class I Intensive at Islamic junior high school and the respondent were 30 students. The data analysis of try-out finding was in appendix 3.

1. Validity of the Instrument

The result validity of Instrument as mentioned in chapter III, validity refers to a measurement which shows the validity of instrument. In this study, item of validity is used to know the index validity of the test. To know the validity of instrument, the researcher used the product moment correlation formula based on Arikunto (2021) to analyze each item.

It is obtained that from 50 test items, there are 30 valid and 20 test items which are invalid (1, 2, 3, 10, 12, 14, 15, 16, 24, 25, 29, 30, 31, 32, 34, 36, 38, 39, 40, 44, 47). They are invalid because the corrected item-total correlation is higher than the r-table value of 0,374, while the invalid one are because the corrected item-total correlation is lower than the r-table value of 0,374. In total there are 30 valid questions from 50 questions. The researcher decided to selected the 25 valid questions for use in the pre-test and post-test. The selected questions were number 4, 5, 6, 7, 8, 9, 11, 13, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 33, 35, 37, 41, 42, 43, 45, 46, 48, 49, and 50, would be used in the pre-test and post-test, while 25 questions that was not selected would be eliminated. The analysis and list of the validity of each item can be seen in appendix 3.

2. Reliability of Instrument

A good test must be valid and reliable. Besides the index of validity, Reliability refers to the consistency of test score, and by having high validity, a good test should have reliability too. KR-20 is used to know the reliability of test.

Table 4. 1 Reliability of the Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.834	50

Source: SPSS 30 (Author's Data 2025)

Based on the reliability test using SPSS Version 30, the result shows that Cronbach's Alpha value is 0,834 with a total of 50 items. According to the reliability criteria, an instrument is considered reliable if the Cronbach's Alpha value is greater than 0,60. Therefore, the value of 0,830 indicates that the test instrument used in this study has a reliable. This means that the test items used in the research are consistent in measuring the same skill, namely students' reading comprehension of narrative texts. A reliable instrument ensures that the test results are trustworthy and stable when administered at different times or with different sample. The reliability test analysis can be seen in Appendix 3.

3. Degree of the Instrument Difficulty

A good question is a question that is not really difficult and not really easy. Based on the criteria mentioned in Chapter III, the obtained result is:

Table 4. 2 The Summary Result of Test Items Difficulty

Item Difficulty		
Easy	2	Item
Medium	43	Item
Difficult	5	Item

Source: SPSS 30 (Author's Data 2025)

In this proper to say that the index difficulty each item after computing 50 items of the try-out test, there are 2 items are easy category, 43 items are medium category and 5 items is considered as difficult category. The whole computation result of difficulty level can be seen at appendix 3.

4. The Discriminating Power of the Instrument

The result of discriminating Power, as mentioned in chapter III, the discrimination power measures how well the test items arranged to identify the differences in the students' competence.

Table 4. 3 The Summary Result of Discriminating Power

Discriminating Power
Poor = 29
Fair = 14
Good = 5
Very Good = 2

Source: SPSS 30 (Author's Data 2025)

After Computing 50 items of the try-out test, there are items are considered to be poor, fair and good items. The computation of the discriminating power for each item, it is obtained that 29 test items are considered poor level, 14 test items are considered fair level, 5 test item is considered good level and 2 test items are very good level. The result of the discriminating power of each item could be seen in appendix 3.

4.1.2 Inferential Statistics

The students' reading comprehension achievement was measured through a pre-test and a post-test administered to both the experimental and control classes. The pre-test was given before the treatment to assess the students' initial ability in comprehending narrative texts, while the post-test was administered after the treatment to evaluate the improvement of the students' reading comprehension.

1. The Result of Pre-test Score

The pre-test was conducted on Wednesday, 11th September 2025 for the experimental class and the control class. The pre-test consisted of 25 multiple-choice questions related to students' reading comprehension in narrative texts, which were selected from a set of 50 try-out questions. All items were analyzed through validity and reliability testing to ensure their appropriateness as research instruments. Based on the validity test, 30 items were identified as valid, while the remaining were considered invalid. However, only 25 valid items were chosen for the pre-test in order to adjust the total score to 100 points. Each correct answer was given 4 points, so the maximum possible score for the pre-test was 100 points ($25 \times 4 = 100$). The table below presents the results of the students' pre-test.

Table 4. 4 Descriptive Statistic of Pre-test Score of Both Class

Descriptive Statistics			
		Experiment Class	Control Class
N	Valid	30	30
	Missing	0	0
Mean		41.07	52.60
Std. Deviation		25.100	17.350
Range		80	64
Minimum		8	20
Maximum		88	84

Source: SPSS 30 (Authors' Data 2025)

From the table 4.1, it was obtained that the mean of students' pre-test score of the control class was 52.60. Meanwhile, the mean of students' pre-test score of the experimental class was 41.07. The table also showed that the highest score if control was 84 and for the lowest score of experimental class was 8 and control class is 20. This result showed the initial of students' background knowledge and reading comperhension.

2. Treatment

This study is quasi-experimental research in which there are two groups that receive different treatments in learning English reading comprehension of narrative text, namely by using the Wayground application and by applying the conventional method. This treatment aims to improve students' reading comprehension skills. The researcher acted as an English teacher in the classroom to provide the treatment. The treatment was given to the 9th grade students at Islamic Junior High School and consisted of six meetings, as described below.

The six treatments administered in this study show that the gradual use of the Wayground application can improve students' reading comprehension of narrative texts through an interactive, varied, and contextual approach. Starting with the introduction of the Wayground platform and its features, students were guided to access and read narrative texts digitally. Then, they were trained to identify the generic structure of the text, recognize main ideas and supporting details, and interpret both explicit and implicit information. In the following sessions, students practiced analyzing language features, understanding moral values, and answering comprehension questions provided in Wayground. At the next stage, students were actively engaged in collaborative activities such as group discussions, peer comparison ofanswers, and interactive quizzes on the platform, which fostered motivation, critical thinking, and deeper understanding. Finally, evaluation was conducted through post-reading activities and comprehensive quizzes in Wayground, supported by a scoring and feedback system that increased students' motivation and competitive spirit.

As a result, the Wayground treatment proved to be effective not only in enhancing students' comprehension of narrative texts, but also in improving their ability to analyze text elements, understand contextual meaning, and build greater interest and confidence in learning English reading comprehension.

a. The First Treatment

The first treatment was conducted in the first teaching session on Wednesday, 10th September 2025. At 08:30 – 10.00 a.m., the teacher entered the classroom and asked the class leader to lead a prayer. After greeting the students, the teacher checked attendance and gave a short motivational message as an ice breaker. Next, the teacher explained the material to be learned, namely reading comprehension of narrative text with a focus on introducing the generic structure (orientation, complication, resolution). The learning objective of this meeting was that students would be able to recognize the structure of narrative texts, identify characters and settings, and understand the general storyline.

After explaining the learning objectives, the teacher introduced the Wayground application as the main medium in the learning process. The teacher guided the student's step by step to access Wayground, log in, and open the reading material. In this first treatment, the students were given a short narrative text through Wayground. The teacher demonstrated how to highlight important parts of the text and worked on several sample questions together with the class. After that, the students practiced independently by reading the narrative text on Wayground and answering 10 comprehension questions directly in the application. This activity helped the students become familiar with the Wayground platform while also beginning to apply their reading comprehension skills. The result of the first treatment was that students were able to understand the structure

and content of a simple narrative text and gained initial experience in using Wayground for learning.

On the same day, Wednesday, 10th September 2025. At 10.00 – 11.30 a.m., in the last session, the first treatment was also conducted in the control class using the conventional method. As usual, the teacher entered the classroom, greeted the students, and asked the class leader to lead a prayer. After that, the teacher checked the students' attendance and gave a short motivational message to encourage the students to participate actively in the lesson. The material taught in the control class was the same as in the experimental class, namely reading comprehension of narrative text with a focus on the generic structure (orientation, complication, resolution). The difference lay in the medium used. In the control class, the teacher did not use the Wayground application but instead applied the traditional method. The narrative text was given in printed form and the main points were also written on the whiteboard. The teacher read the text aloud while explaining the parts of the structure. Then, students were asked to read the text alternately to practice pronunciation and intonation. After that, the teacher explained the meaning of the text, the characters, the setting, and the storyline orally. Students were directed to underline the orientation, complication, and resolution parts of the text they had. To ensure students' understanding, the teacher wrote several questions on the whiteboard and asked the students to answer them in their notebooks. These questions included identifying the characters, the setting, the

sequence of events, and the ending of the story. The teacher also asked the students to write a simple sentence about the moral value of the story based on their own understanding.

At the end of the lesson, the teacher gave a short-written quiz consisting of five questions. These questions covered the comprehension of text structure, detailed information, and the main ideas of the story. The teacher then corrected the answers together with the students in class so that they could know the correct answers. Thus, the learning in the control class was carried out using a conventional method which was more teacher-centered, where students received the material through direct explanation, read the text manually, and answered the exercises in their notebooks without the help of digital media. This treatment served as a comparison to evaluate the effectiveness of using the Wayground application in improving reading comprehension in the experimental class.

b. The Second Treatment

The second treatment was conducted on Thursday, 11th September 2025. At 08:30 - 10.00 a.m, during the third teaching session. The teacher began the class by greeting the students, asking about their condition, and reviewing the material from the previous meeting. After that, the teacher explained the learning objectives for this session, namely for students to be able to identify the main idea and specific details of a narrative text. The students were then asked to access the *Wayground* application using

their mobile phones. Through this application, the teacher provided a new narrative text equipped with digital highlighting features. The teacher demonstrated how to identify the main idea of a paragraph and how to locate supporting details that clarify the story. After the demonstration, students practiced independently by reading the narrative text in *Wayground* and answering comprehension questions provided in the application, which focused on main ideas and specific details. The teacher guided students who had difficulties, gave direct feedback, and explained unfamiliar vocabulary found in the text. The activity ended with a class discussion, where some students were asked to present the main idea and specific details they had found. This treatment helped students practice extracting the core message of the text while paying attention to important details that supported the storyline.

On the same day, Thursday, 11th September 2025, the second treatment was also carried out in the control class using the conventional method. The material taught was the same, namely narrative text comprehension with a focus on main idea and specific details, but without the use of the *Wayground* application. The teacher distributed photocopied texts to the students and read the passage aloud while explaining the difficult vocabulary. Then, the teacher wrote examples of main idea sentences on the whiteboard and guided the students to manually find supporting details in their printed texts. The students were asked to underline the main idea and write down specific details in their notebooks. To strengthen

understanding, the teacher gave five written questions related to the main idea and specific details of the text. After the students completed the exercise, the teacher discussed the answers together with the class so that the students could identify and correct their mistakes. This control class activity emphasized reading comprehension skills, but it was conducted traditionally through printed texts and note-taking without the help of digital media.

c. The Third Treatment

The third treatment was conducted on Thursday, 12th September 2025, during the seventh teaching session. Before starting the new material, the teacher reviewed the previous lesson on main idea and specific details to refresh the students' understanding. The teacher then explained that the objective of the third treatment was to practice vocabulary in context and to improve reading comprehension through direct text analysis. In this session, the students accessed the Wayground application and were given a narrative text containing several unfamiliar vocabulary items. The teacher demonstrated how to use context clues, such as surrounding sentences, character actions, and story settings to infer the meaning of unknown words. Afterward, the students worked individually by reading the narrative text in Wayground and answering comprehension questions that required them to interpret vocabulary based on context and connect it to the overall storyline. The teacher monitored the students' progress, explained difficult vocabulary, and provided feedback on their answers.

At the end of the session, a short discussion was held in which some students were asked to explain how they discovered the meanings of certain vocabulary items using context. This treatment helped students not only enrich their vocabulary but also improve their ability to comprehend texts more deeply by relying on contextual clues.

On the same day, Thursday, 12th September 2025, the third treatment was also given to the control class using the conventional method. The learning focus remained the same, namely vocabulary in context and reading comprehension practice, but without the use of the Wayground application. The teacher began by reviewing the previous material and then introduced a narrative text in printed form. The class read the text together, and the teacher explained the meanings of difficult words while showing how those words were connected to the surrounding sentences. Students were asked to underline unfamiliar vocabulary and, with the teacher's guidance, infer their meanings using context clues. After that, the teacher gave a written comprehension exercise related to the text, which required students to find vocabulary meanings and relate them to the story. The students wrote their answers in their notebooks, and the teacher discussed the correct answers together with the class. This session aimed to strengthen students' reading comprehension skills in understanding vocabulary based on context, although the process was more teacher-centered and conducted without interactive digital features.

d. The Fourth Treatment

The fourth treatment was conducted on Monday, 15th September 2025, during the fourth teaching session. At the beginning of the meeting, the teacher briefly reviewed the previous lesson and then distributed a narrative text for students to read individually. After the reading activity, the teacher explained that the objective of this session was to practice making inferences and understanding moral values from the text. The teacher then provided a quiz through the Wayground application containing inference-related questions, such as “What can be inferred from the character’s attitude in this paragraph?” or “What moral lesson can be drawn from the story above?” After completing the quiz, students were asked to write a short paragraph containing the inference and moral values they found in the text. The focus of the fourth treatment was to develop students’ critical reading skills, particularly by connecting explicit and implicit information in the text to identify the moral lesson. The result of this session showed that students began to identify moral values more accurately and were able to express their inferences in simple written form.

On the same day, Monday, 15th September 2025, the fourth treatment was also carried out in the control class using the conventional method. The teacher distributed another narrative text for the students to read together in class. After finishing the reading activity, the teacher reviewed the explanation about inferences and moral values in texts, then continued

the lesson by giving several oral and written questions that the students had to answer. These questions required them to draw conclusions from the text and identify its moral lesson. Without using digital platforms, the teacher guided the students through class discussions and simple writing practice. The focus of this session was to ensure that students understood how to find inferences and moral values from the reading text through written exercises and group discussions. At the end of the session, students were also asked to write a simple sentence that contained both the inference and moral value of the story as a way of applying their understanding.

e. The Fifth Treatment

The fifth treatment was conducted on Tuesday, 16th September 2025, during the second teaching session. In this meeting, students were introduced to a legend text as one type of narrative. The text was longer and more complex than in previous meetings, requiring students to apply the reading strategies they had previously learned, particularly in identifying the *main idea* and *supporting details*. Through the Wayground application, students carefully read the legend text and then answered comprehension questions provided in the platform. The questions focused on both global understanding, such as finding the main theme of the story, and local understanding, such as recalling the sequence of events and characters' actions. Wayground automatically displayed their scores, allowing students to see their comprehension

accuracy immediately. During the lesson, the researcher observed that students began to show greater confidence in identifying the *main idea*. However, some students still struggled to differentiate between the main idea and supporting details, especially when the story contained multiple events. To address this issue, the teacher provided additional feedback and led a class discussion to clarify the distinction between the two. By the end of the meeting, students demonstrated improvement in analyzing narrative texts through a combination of individual practice on Wayground and collective discussion in class.

On the same day, the fifth treatment was also carried out in the control class using the conventional method. Similar to the experimental class, the material focused on legend texts with an emphasis on *main idea* and *supporting details*. The difference was that students used printed texts without the support of digital applications. The teacher asked students to take turns reading the legend text aloud in class and guided them in identifying the main idea and supporting details of each paragraph. Comprehension questions were written on the whiteboard, and students answered them in their notebooks. The teacher then discussed the answers together with the class, providing further explanations about strategies for finding the main idea, such as paying attention to topic sentences or repeated ideas.

f. The Sixth Treatment

The sixth treatment was conducted on Wednesday, 17th September 2025, during the seventh teaching session. Since this was the final meeting, the teacher designed a review and comprehensive reading activity that covered the main materials from all previous sessions, including main ideas, specific details, vocabulary, and inference. The teacher provided a longer and more complex narrative text, which contained various elements that had been studied in earlier treatments. Students were asked to carefully read the text through the Wayground application, which displayed the text interactively by segments. After reading, students completed a comprehensive reading quiz consisting of 15–20 questions integrated into Wayground. The questions included multiple-choice, short answer, and matching items designed to test students' overall comprehension, such as identifying main ideas, analyzing supporting details, understanding vocabulary in context, and making inferences. The application displayed scores instantly, allowing students to track their progress and compare results with their peers, which boosted their motivation and engagement. After the quiz, the teacher reviewed the correct answers, highlighted common mistakes, and gave encouragement by appreciating students' improvement throughout the treatment sessions. The main purpose of this meeting was not only to review all materials but also to evaluate the extent of students' comprehensive reading development. The use of Wayground created an

interactive learning atmosphere, enabling students to reflect on their learning progress while staying actively involved.

On the same day, Wednesday, 17th September 2025, the sixth treatment was also conducted in the control class using the conventional method. As the final session, students were given a comprehensive reading exercise using a printed narrative text that summarized all materials from previous meetings. The text was accompanied by 20 comprehension questions covering main ideas, supporting details, vocabulary in context, and inference. Students worked on the exercise individually, and then the teacher reviewed the answers collectively in class. The teacher explained the reasons for the correct answers, clarified difficult vocabulary, and reminded students of strategies for identifying main ideas and inferences. Unlike in the experimental class, this session did not involve interactive or competitive elements; instead, it focused more on accuracy, reflection, and reinforcement of concepts. This meeting also served as both a review and a formative assessment to measure students' readiness for the upcoming post-test. The teacher noted recurring mistakes for further improvement in the next practice. While this conventional method emphasized accuracy in reading and comprehension, student engagement was less dynamic compared to the interactive learning supported by Wayground.

3. The Result of The Post-test Score

The post-test was given after the students had been taught reading comprehensiom using Wayground Application for experiment class and conventional method for control class. The post-test was conducted on Thursday, 17th September, 2025, in the experimental class and 18th September, 2025 in the control class. The post-test results of the pupils are presented in the table.

Table 4. 5 Descriptive Statistic of Post-test Score of Both Class

Descriptive Statistics			
		Experiment Class	Control Class
N	Valid	30	30
	Missing	0	0
Mean		88.27	54.13
Std. Deviation		6.470	14.093
Range		24	56
Minimum		76	28
Maximum		100	84

Source: SPSS 30 (Authors' Data 2025)

From the table 4.2, it obtained that the mean of students' post-test score of control class was 54.13. Meanwhile, the mean of students' post-test scores of experimental classes was 88.27. The table also showed that the highest score if control was 84 for control class, and for the lowest score of the experimental class was 74 and the control class is 28. The results of students' post-test scores in control and experimental classes could be seen appendix 4.

1. The Result of Normality Test

Normality test is used to demonstrate that the data sample come from a normally distributed. In the study, the data results were tested using the SPSS 30 version. Students' pre-test scores were included the data. The result was shown by Kolomogrov-Smirnov and Shapiro-Wilk that can be seen as follows:

Table 4. 6 Normality Test

Descriptive Statistics				
		Shapiro-Wilk		
Class		Statistic	df	Sig.
Result	Pre-Test (Experiment)	0,914	30	0,019
	Post-Test (Experiment)	0,942	30	0,101
	Pre-Test (Control)	0,953	30	0,201
	Post-Test (Control)	0,946	30	0,129

Source: SPSS 30 (Authors' Data 2025)

From the table 4.3 the normality test results for the pre-test data in the experimental class showed a significance value of 0,019 in Shapiro-Wilk test. This indicates a difference between the two tests. Since the sample size in this study is 30 students, the Shapiro-Wilk tests are considered more appropriate. Therefore, it can be concluded that the pre-test data of the experimental class are not normally distributed. Furthermore, the normality test results for the pre-test data in the control class showed a significance value of 0,201 in Shapiro-Wilk. Both values are greater than 0,05, indicating that the pre-test data of the control class are normally distributed.

The post test data in the experimental class, the significance value in Shapiro-Wilk was 0,101. Considering that the Shapiro-Wilk test is more suitable for small sample sizes, it can be concluded that the post-test data of the experimental class are normally distributed. Furthermore, the normality test results for the pots-test data in the control class also showed significance values greater than 0,05, and 0,129 in Shapiro-Wilk. Thus, it can be concluded that the post-test data of the control class are normally distributed.

Based on the results of the normality tests, it can be concluded that most of the data in this study are normally distributed. Both the pre-test and post-test data the control class, as well as the post-test data of the experimental class, showed significance values greater than 0,05 in the Shapiro-Wilk test, indicating normal distribution. Overall, this suggests that the data generally fulfill the normality requirement, with only one exception in the experimental class pre-test.

2. The Result of Homogeneity Test

The homogeneity test was carried out to determine whether the variance of the data between the pre-test and post-test groups was homogeneous. This test was conducted using the Levene's Test Equality of Variances in SPSS version 30.

Table 4. 7 The Result of Homogeneity Test

Homogeneity of Variance Test			
		Levene's Test for Equality of Variances	
		F	Sig.
pretest	Equal variances assumed	6.287	0.015
posttest	Equal variances assumed	11.647	0.001

Source: SPSS 30 (Authors' Data)

The result showed that the F value 6.287 with sig. value for pre-test obtained which is greater than 0.05 (0.15 > 0.05). According to the decision rule, if the significance value is higher than 0.05, it indicates that the data have equal variances. Therefore, it can be concluded that the pre-test of both classes is homogeneous, meaning that the assumption of variance equality was fulfilled. Meanwhile, the result post-test showed F value was 11.647 with Sig. of 0.001. Since the significance value is less than 0.05, it can be concluded that the data post-test of the two groups were unequal variances (the variances are not homogeneous). Therefore, the interpretation of the t-test results is based on the row Equal variances not assumed.

5. The Result of Hypothesis Test

In this research, the evaluation of data interpretation was conducted to determine whether there was a significant difference between the outcomes of the pre-test and post-test after the participants received the treatments. For this purpose, the program IBM SPSS Statistics 30 was used to test the hypothesis of the study. The mean scores of the pre-test and post-test were inputted to quantify and evaluate the results. The significance value or alpha

(α) was set at 0.05 or 5%. The results of the t-test are presented in the following table.

The final step was the Independent Sample T-Test, which was applied after the assumptions of normality and homogeneity were met. This test was conducted to evaluate the comparison between the two independent samples, namely the experimental class and the control class, in order to determine whether there were statistical differences in their mean scores. The Independent Sample T-Test was chosen to identify the significance of the differences in students' reading comprehension of narrative texts when taught using the Wayground Application and when taught using conventional methods. To perform these measurements, the researcher used IBM SPSS Statistics 30. The calculation results are presented as follows:

Table 4. 8 Independent Sample T-Test

Independent Samples Test									
		t-test for Equality of Means							
		T	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided p	Two-Sided p			Lower	Upper
posttest	Equal variances assumed	-12.056	58	<.001	<.001	-34.133	2.831	-39.8	-28.466
	Equal variances not assumed	-12.056	40.704	<.001	<.001	-34.133	2.831	-39.852	-28.414

Source: SPSS 30 (Authors' Data)

Based on the table 4.5 focus on the row of Equal variances not assumed. The result of the t-test shows that the mean difference obtained was -34.133, with a Standard Error Difference = 2.831. In addition, at the 95% confidence level, the interval of the mean difference ranged from -39.852 to -28.414. This range does not include zero, which means that the difference between the two groups is statistically significant.

Furthermore, the result also showed that the value of t is -12.056 with degrees of freedom (df) is 40.704 and the significance value (Sig. 2-tailed) is < 0.001. This value is far smaller than the significance level of 0.05, indicating that there is a highly significant difference between the mean scores of the experimental and control groups in the post-test. In other words, the probability of error in concluding that a difference exists is less than 0.1%, which means the result can be trusted with a very high level of confidence.

Therefore, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, there is a significance differences on students' reading comprehension achievement in narrative text.

6. Test of the Effect Size

This formulation was adopted to see the extent of this research's effect size. The formulation below was used

Mean score of group A (experimental class) : 88.27

Mean score of group B (control class) : 54.13

Standard deviation of group A : 6.470

Standard deviation of group B : 14.093

$$Pooled\ standard\ deviation = \frac{6.470+14.093}{2} = 10.281{,}5$$

$$d = \frac{88.27-54.13}{10.281{,}5} = 3.32$$

Based on the parameters above, the result showed a strong effect. It can be seen from the obtained score of "d" which reached 3.32, it means that the effect of using Wayground application on students' reading comprehension in narrative text have as strong effect.

Furthermore, this result is also supported by the secondary data from field note. Over the six treatments, the classroom began to field very different between two groups. In the experimental group, students gradually move from curiosity to genuine excitement of using Wayground application. The students more active when discovering new ways of interactive quiz and began to familiarize with multimodal text especially in narrative text. At first, a few students were hesitant but, in each meeting, they were joining in and event helping that peers. The situations stay high and the room felt lively. By contrast, the control group ran smoothly but with a quitter atmosphere. Students' complete assignment, yet there was les interaction. Based on this explanation from the field note give a clearer picture of how the treatment effect the students test result and engagement. This finding provides empirical evidence that the use of the Wayground application significantly improves students' reading comprehension. The substantial difference in scores proves that students who learned with the support of Wayground were better able to understand key elements of narrative texts, such as plot, characters, setting, and moral values,

compared to those who learned through conventional methods. The detailed field note can be seen in appendix 9.

4.2 Discussion

The objective of this study was to measure the effectiveness of using Wayground Application in improving the students' reading comprehension of narrative text at the ninth grade of Islamic junior high school in the academic year 2025/2026. Based on the data analysis, there was a significant difference between the two groups. The result of the pre-test and post-test mean scores of the experimental group increased higher (from 41.07 to 88.27) than the control group (from 52.60 to 54.13). In addition, the comparison of mean scores of both groups was analyzed using the Independent Sample T-Test. The result showed that the working hypothesis (Ha) was accepted. The Sig. (2-tailed) value of 0.025 was smaller than the α value = 5% (0.05). Thus, there was a significant difference between the experimental group and the control group. The mean pre-test score of the experimental group was 41.07, while the control group was 52.60. After the experimental group was taught using the Wayground Application and the control group was taught without using Wayground as the treatment, the scores of both groups increased. However, the post-test result of the experimental group was higher than that of the control group. The mean post-test score of the experimental group was 88.27, while the control group was 54.13. This indicates that the achievement of students who were taught using the Wayground Application differed significantly from those who were taught using conventional methods in

learning reading comprehension of narrative texts at the eighth-grade of Islamic junior high school in the academic year 2025/2026.

The findings of this study are consistent with those of previous researchers who highlighted the effectiveness of the Wayground Application in improving students' reading comprehension. Similar to Savinna (2022), this research found that Quizizz significantly enhanced students' reading performance through its gamified and interactive features, which increased motivation and engagement. However, while Savinna focused on general comprehension, this study specifically emphasized students' understanding of narrative texts and integrated Wayground Application as a core component of the learning process rather than merely as an assessment tool. Likewise, the results align with Muir et al. (2022), who demonstrated that Wayground Application effectively enhanced students' critical reading skills, though the present study focused on basic comprehension among junior high school students instead of higher-order thinking at the senior level. Furthermore, the findings also support Firda and Nugroho (2022), who showed that Wayground Application improved students' vocabulary acquisition; in this study, vocabulary enhancement through Wayground Application also contributed to better comprehension of narrative passages. Overall, this research reinforces earlier evidence that Wayground Application is an effective digital platform for fostering motivation, engagement, and comprehension in EFL reading, while extending previous findings by proving its specific impact on narrative text mastery through sustained classroom integration. In addition, the results are in line with Putra & Candra (2023), who showed that the use of Quizizz supported students' reading

retention over time through its interactive features. Although their study focused on long-term outcomes, it further supports the value of gamified tools in sustaining reading comprehension.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The objective of this study was to measure the effectiveness of using Wayground Application in improving the students' reading comprehension of the ninth grade of Islamic junior high school in the academic year of 2025/2026. The writer implemented the pre-test at the beginning to determine the students' preliminary comprehension. After giving treatment and evaluating the data collected from the test, it can be inferred that the use of Wayground Application on students' reading comprehension knowledge has a significant impact. The result shows that the post-test score of the students in the experimental class is better than the post-test score of the students in the control class. In the statistical hypothesis, resulted that the p-value or sig (2-tailed) = 0.003 which is lower than sig α 0.5 (0.003 < 0.05). In calculating t-test, if $p < \alpha$, it means that H_0 (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. Meanwhile, if $p > \alpha$, it means that Ho is accepted and Ha is rejected. The result showed that p is 0.003 and α is 0.05 ($p < \alpha$). Therefore, it indicated that Ho is rejected and Ha is accepted. It was also confirmed by the effect size outcome which reached 0.59. From the calculation of the effect size, it is seen that this study's impact size is strong. It can be concluded that Wayground Application was highly effective in improving students' reading comprehension at the ninth-grade of Islamic junior high school in academic year 2025/2026.

5.2 Recommendation

Based on the conclusions drawn from this research, several suggestions can be proposed for different stakeholders.

1. **For English Teachers**

   It is recommended to utilize the Wayground application as an alternative learning media to improve students' reading comprehension. By integrating this digital tool into classroom activities, teachers can create a more engaging and interactive learning atmosphere that encourages students' active participation.

2. **For students**

   It is suggested that they take advantage of the Wayground application not only during classroom activities but also as a supplementary tool for independent learning. Through consistent practice, students can strengthen their comprehension skills, expand their vocabulary, and develop greater confidence in reading English texts.

3. **For Other Writer**

   This study is expected to serve as a reference and foundation for conducting further investigations related to the use of digital applications in language learning. Future studies may explore different contexts, larger populations, or compare various applications to determine their effectiveness in enhancing other language skills, such as listening, speaking, or writing.

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APPENDICES

Appendix 1. Blueprint of Reading Comprehension Test

Blueprint Reading Comprehension Test

No	Ground Theory	Aspect	Indicator	Type of Questions	Number of Questions	Total
1	Vygotsky's Theory by Tabrizi (2024) & Cognitive Theory of Multimedia Learning by Mayer (2024), particularly in relation to reading comprehension	Literal Understanding	Students identify explicit information from the text	Multiple Choice Question (MCQs)	1, 6, 11, 16, 21, 26, 31, 36, 41, 46	10
2		Inferential Understanding	Students make logical inferences from the narrative context		2, 7, 12, 17, 22, 27, 32, 37, 42, 47	10
3		Critical Thinking	Students analyze characters' actions and their consequences		3, 8, 13, 18, 23, 28, 33, 38, 43, 48	10
4		Evaluative Judgment	Students evaluate moral lessons or messages from the story		4, 9, 14, 19, 24, 29, 34, 39, 44, 49	10
5		Moral Reasoning	Students interpret ethical or moral values found in narrative texts		5, 10, 15, 20, 25, 30, 35, 40, 45, 50	10

Appendix 2. Instrument of the Test

Reading Comprehension Test (Multiple Choice)

Title : The Effectiveness of Wayground Application on Students' Reading Comprehension of Narrative Text

Adapted from : Zaida, N., Rahman, A., & Putri, D. (2023), B*right an English Course Book for Junior High School.* Quadra.

Target Group : Grade 9 Students

Instructions:

1. Read each text carefully.
2. Choose the best answer (A, B, C, or D) for each question.
3. Do not forget to check your answers before submitting.
4. Mark your answer clearly.

Text 1: The Clever Mouse Deer

Once upon a time, in a jungle in Sumatra, there lived a clever mouse deer. One day, he was walking near a river when he saw a big crocodile. The crocodile was hungry and wanted to eat him. The mouse deer had to think quickly. "I have a message from the king," he said. "He wants me to count how many crocodiles are in this river." The crocodiles got excited and lined up. The mouse deer quickly jumped from one crocodile to another, counting out loud, and escaped safely to the other side.

1. What is the main character in the story?
   A. A king
   B. A crocodile
   C. A mouse deer
   D. A tiger
2. Why did the mouse deer lie to the crocodiles?
   A. He wanted to count them
   B. He wanted to play with them
   C. He wanted to escape from danger
   D. He wanted to help them
3. What kind of animal is the mouse deer?

A. Foolish
C. Smart
B. Brave
D. Angry

4. What is the moral of the story?
A. Don't trust crocodiles
C. Never cross the river
B. Use your brain to solve problems
D. Always help animals

5. How did the mouse deer escape?
A. He swam fast
C. He jumped on the crocodiles
B. He ran into the jungle
D. He fought the crocodile

Text 2: The Golden Egg

Once, a farmer had a goose that laid a golden egg every day. The farmer was very happy and became rich. However, he grew greedy and thought there must be gold inside the goose. One day, he killed the goose to get all the gold. But when he opened it, there was nothing inside. He had lost his precious goose and its golden eggs forever.

6. What did the goose lay every day?
A. A silver egg
C. A chocolate egg
B. A golden egg
D. A stone

7. Why did the farmer kill the goose?
A. He was angry
C. He wanted more gold quickly
B. He was hungry
D. He wanted to sell it

8. What did the farmer find inside the goose?
A. More gold
C. A big egg
B. Nothing
D. Diamond

9. What is the moral of the story?
A. Be patient and not greedy
C. Save all your gold
B. Kill animals for money
D. Sell the goose

9. What was the farmer's main flaw?
A. Kindness
C. Laziness
B. Greed
D. Braver

Text 3: The Ant and the Grasshopper

In a field, there lived an ant and a grasshopper. All summer, the ant worked hard collecting food. The grasshopper just played and laughed at the ant. When winter came, the grasshopper had nothing to eat, while the ant was warm and well-fed. The grasshopper regretted not preparing for winter.

11. What did the ant do during summer?
    A. Played all day
    C. Collected food
    B. Slept
    D. Built a hous
12. What did the grasshopper do during summer?
    A. Worked hard
    C. Sang and played
    B. Collected food
    D. Helped the ant
12. What happened in winter?
    A. The ant went hungry
    C. The grasshopper had nothing to eat
    B. The grasshopper had food
    D. They both went away
13. What can we learn from the ant?
    A. Be lazy
    C. Sing more
    B. Prepare for the future
    D. Ignore others
14. What is the main message of the story?
    A. Play all the time
    C. Don’t talk to grasshoppers
    B. Work hard and be prepared
    D. Ants are better

Text 4: The Honest Woodcutter

One day, a woodcutter dropped his axe into a river. He was very sad. Suddenly, a fairy appeared and offered him a golden axe. He refused, saying it was not his. Then she offered a silver one, and again he refused. Finally, she gave him his own axe. Impressed by his honesty, the fairy gave him all three axes.

16. What did the woodcutter lose?
    A. A golden axe
    C. His silver axe
    B. His money
    D. His own axe
17. Who helped the woodcutter?
    A. His friend
    C. A fisherman
    B. A fairy
    D. A king
18. Why did the fairy reward him?

A. Because he worked hard
B. Because he was honest
C. Because he was poor
D. Because he was kin

19. What did the fairy give him in the end?
A. Only his axe
B. Only the golden axe
C. All three axes
D. Nothing

20. What is the main value shown in this story?

A. Bravery
B. Kindness
C. Honesty
D. Clevernes

Text 5: The Lion and the Mouse

A lion was sleeping when a little mouse ran over his face and woke him up. The lion caught the mouse and was about to eat him. The mouse begged for his life, promising to help one day. The lion laughed but let him go. Days later, the lion was caught in a hunter's net. The mouse came and chewed the ropes, setting the lion free.

21. Why was the lion angry at the beginning?
A. He was hungry
B. He was hurt
C. The mouse woke him up
D. Themouse stole his food

22. What did the mouse promise?
A. To bring food
B. To help the lion one day
C. To leave forever
D. To serve him

23. Why did the lion laugh at the mouse?
A. Because the mouse was small
B. Because he was happy
C. Because he liked jokes
D. Because he was sleepy

24. How did the mouse help the lion?
A. He called for help
B. He bit the hunter
C. He chewed the ropes
D. He gave him food

25. What is the lesson from the story?
A. Mice are dangerous
B. Even the small can help the strong
C. Never sleep in the forest
D. Be careful of traps

Text 6: The Fox and the Crow

A crow once stole a piece of cheese and flew to a tree. A fox saw the cheese and wanted it. He praised the crow's beauty and asked to hear her sing. Proud, the crow opened her beak to sing, and the cheese fell. The fox quickly ate it and laughed at the foolish crow.

26. What did the crow steal?
    A. A bone
    C. A piece of cheese
    B. A fish
    D. A piece of bread
27. Why did the fox praise the crow?
    A. He liked her
    C. He was kind
    B. He wanted the cheese
    D. He wanted to be friends
28. What did the crow do after being praised?
    A. Flew away
    C. Started singing
    B. Dropped the cheese
    D. Attacked the fox
29. What happened to the cheese?
    A. The crow ate it
    B. It fell and the fox ate it
    C. It stayed in the tree
    D. The fox gave it back
30. What can we learn from this story?
    A. Do not steal
    C. Don't trust flattery
    B. Be proud
    D. Always sing

Text 7: The Boy Who Cried Wolf

A shepherd boy got bored and shouted 'Wolf!' as a joke. The villagers ran to help but found no wolf. He laughed. He did this again, and the villagers stopped trusting him. One day, a real wolf came. He shouted, but no one came, and the wolf ate his sheep.

31. What did the boy shout as a joke?
    A. Help!
    C. Wolf!
    B. Bear!
    D. Fire!
32. How did the villagers react the first time?

A. They ignored him
B. They ran to help
C. They laughed
D. They punished hi

33. Why did the villagers stop helping?
A. They moved away
B. They were tired
C. They didn't believe him anymore
D. They were busy

34. What happened when the real wolf came?
A. He scared it away
B. The villagers saved him
C. Nobody helped
D. The wolf ran

35. What is the moral of the story?
A. Always watch sheep
B. Don't lie or people won't trust you
C. Be quiet
D. Wolves are dangerous

Text 8: The Tortoise and the Hare

The hare was very proud of how fast he could run. He always laughed at the slow tortoise. One day, the tortoise challenged him to a race. The hare ran ahead and then took a nap, thinking he had time. But the tortoise kept moving slowly and steadily and won the race.

36. Why did the hare feel confident?
A. He was smart
B. He was big
C. He could run fast
D. He had long legs

37. Who challenged the hare to a race?
A. A turtle
B. A rabbit
C. A fox
D. A tortoise

38. Why did the hare take a nap?
A. He was tired
B. He was hungry
C. He thought he would win easily
D. He forgot the race

39. How did the tortoise win?
A. He ran fast
B. He flew
C. He moved steadily
D. The hare got lost

40. What is the moral of the story?
A. Be proud
B. Speed is everything
C. Slow and steady wins the race
D. Don't take naps

Text 9: The Crow and the Pitcher

A thirsty crow found a pitcher with little water. He couldn't reach it with his beak. He dropped pebbles into the pitcher, and the water rose. Finally, he could drink. His clever idea saved him from thirst.

41. What was the crow looking for?
    A. Food
    B. Water
    C. Shelter
    D. Pebble
42. Why couldn't the crow drink at first?
    A. The pitcher was broken
    B. There was no water
    C. The water was too low
    D. He was too short
43. What did the crow do to raise the water?
    A. Drank quickly
    B. Flew away
    C. Dropped pebbles
    D. Called other crows
44. What does this story show?
    A. Anger
    B. Strength
    C. Greed
    D. Cleverness
45. What is the lesson of the story?
    A. Always ask for help
    B. Think smart to solve problems
    C. Don't fly far
    D. Look for river

Text 10: The Wolf and the Lamb

A lamb was drinking water from a stream when a hungry wolf came. The wolf tried to blame the lamb for muddying the water. The lamb said he was downstream, so it wasn't possible. The wolf made another excuse and then attacked. The story shows how the strong sometimes use lies to harm the weak.

46. Where was the lamb drinking water?
    A. From a river
    B. From a lake
    C. From a stream
    D. From a pond
47. Why did the wolf blame the lamb?
    A. To eat him
    B. To talk to him
    C. To help him
    D. To warn him
48. What excuse did the wolf make?

A. The lamb stole food
B. The lamb was too noisy
C. The lamb dirtied the water
D. The lamb ran

49. What did the lamb try to do?

A. Fight
B. Run
C. Explain he was downstream
D. Call others

50. What is the lesson of this story?

A. Don’t drink from streams
B. Don’t argue
C. The strong sometimes harm the weak unfairly
D. Wolves are always

Appendix 3. Analysis of Instrument (Try-out Test)

The Raw Data of Try-out Test

Responden		Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24	Q 25
1		1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	0	0	0	1	0	1	0	0
2		1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0
3		1	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0
4		1	0	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1
5		1	1	1	1	1	0	1	0	1	1	1	0	1	0	0	0	0	1	1	1	1	1	0	1	0
6		1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1
7		1	1	1	0	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1
8		1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
9		1	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1
10		1	1	0	0	1	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0
11		1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1
12		1	1	1	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1
13		1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	1	1	0	1
14		0	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	1
15		1	1	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
16		1	0	1	0	1	1	1	1	0	0	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0
17		1	1	0	0	1	0	1	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0
18		1	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	0	1	1
19		1	0	1	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0
20		1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0
21		1	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	0	1	0
22		1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1
23		1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1
24		1	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	1	1
25		1	1	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	0	1	1	1	1	1	1	0
26		1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	0
27		1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0
28		1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
29		1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	1	0	0	1	0	1	0
30		1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0

Responden	Q 26	Q 27	Q 28	Q 29	Q 30	Q 31	Q 32	Q 33	Q 34	Q 35	Q 36	Q 37	Q 38	Q 39	Q 40	Q 41	Q 42	Q 43	Q 44	Q 45	Q 46	Q 47	Q 48	Q 49	Q 50
1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	0	0	2
2	0	1	1	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0
3	0	0	1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	2
4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
5	0	0	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	0	1	1	2
6	1	0	1	0	1	1	1	1	0	0	0	1	0	0	0	1	0	1	1	1	1	0	1	0	0
7	0	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0
8	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	1	2
9	1	1	0	0	0	1	1	1	0	0	0	1	1	0	1	0	1	0	0	0	1	0	0	0	0
10	1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	0	0	0	1	0	1	1	0
11	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	0	0	0
12	0	1	1	1	0	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0
13	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	2
14	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	0	0	1	0	0	1	0
15	0	0	1	1	0	1	1	1	1	0	0	0	0	1	1	1	0	1	0	1	0	0	1	0	0
16	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	2
17	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0
18	0	0	0	0	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0
19	0	0	0	1	1	0	0	0	1	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	2
20	1	0	0	1	1	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0
21	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
22	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	0	0	1	0	0	1	2
23	1	0	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	0	0	1	0	0	1	1	2
24	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
25	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	2
26	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	2
27	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
28	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	2
29	0	0	0	0	1	1	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	1	0	1	0
30	0	1	1	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2

Appendix 3 The Calculation Result of the Valid Questions

Item-Total Statistics					Criteria
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	
Question1	43.97	254.930	.071	.718	Invalid
Question2	44.27	253.030	.139	.717	Invalid
Question3	44.13	253.775	.111	.717	Invalid
Question4	44.60	246.869	.549	.709	Valid
Question5	44.33	246.851	.529	.709	Valid
Question6	44.53	247.154	.509	.710	Valid
Question7	44.43	246.530	.538	.709	Valid
Question8	44.67	246.851	.589	.709	Valid
Question9	44.60	247.007	.540	.709	Valid
Question10	44.60	258.455	-.215	.723	Invalid
Question11	44.23	247.151	.546	.710	Valid
Question12	44.50	258.397	-.202	.723	Invalid
Question13	44.43	246.254	.555	.709	Valid
Question14	44.53	260.533	-.336	.726	Invalid
Question15	44.53	247.154	.509	.710	Valid
Question16	44.77	256.668	-.118	.721	Invalid
Question17	44.57	254.806	.021	.719	Invalid
Question18	44.57	254.806	.021	.719	Invalid
Question19	44.47	247.154	.499	.710	Valid
Question20	44.50	246.810	.525	.709	Valid
Question21	44.30	247.597	.489	.710	Valid
Question22	44.50	246.534	.542	.709	Valid
Question23	44.50	245.983	.578	.708	Valid
Question24	44.43	253.013	.130	.717	Invalid
Question25	44.50	253.845	.079	.718	Invalid
Question26	44.60	247.559	.503	.710	Valid
Question27	44.60	247.145	.531	.710	Valid
Question28	44.47	246.326	.552	.709	Valid
Question29	44.50	254.121	.062	.718	Invalid
Question30	44.43	254.116	.062	.718	Invalid
Question31	44.30	254.631	.032	.719	Invalid
Question32	44.40	255.697	-.036	.720	Invalid
Question33	44.47	246.740	.526	.709	Valid

Question34	44.50	255.086	.002	.719	Valid
Question35	44.57	246.944	.532	.709	Valid
Question36	44.53	252.395	.173	.716	Invalid
Question37	44.67	246.989	.579	.709	Valid
Question38	44.47	253.499	.100	.718	Invalid
Question39	44.57	252.737	.154	.717	Invalid
Question40	44.33	253.333	.113	.717	Invalid
Question41	44.53	247.292	.500	.710	Valid
Question42	44.53	246.878	.527	.709	Valid
Question43	44.40	247.283	.491	.710	Valid
Question44	44.73	255.513	-.023	.720	Invalid
Question45	44.60	247.007	.540	.709	Valid
Question46	44.27	247.099	.534	.710	Valid
Question47	44.77	257.909	-.220	.722	Invalid
Question48	44.53	246.878	.527	.709	Valid
Question49	44.50	246.534	.542	.709	Valid
Question50	44.47	247.154	.499	.710	Valid
TOTAL	22.47	63.844	1.000	.834	Valid

Source: SPSS output (Author's data 2025)

Appendix 4 Pre and Post-Test Questions

Reading Comprehension Test (Multiple Choice)

Title : The Effectiveness of Wayground Application on Students' Reading Comprehension of Narrative Text

Adapted from : Zaida, N., Rahman, A., & Putri, D. (2023), B*right an English Course Book for Junior High School.* Quadra.

Target Group : Grade 9 Students

Instructions:

5. Read each text carefully.
6. Choose the best answer (A, B, C, or D) for each question.
7. Do not forget to check your answers before submitting.
8. Mark your answer clearly.

Example Format of Questions:

Text 1: The Clever Mouse Deer

Once upon a time, in a jungle in Sumatra, there lived a clever mouse deer. One day, he was walking near a river when he saw a big crocodile. The crocodile was hungry and wanted to eat him. The mouse deer had to think quickly. "I have a message from the king," he said. "He wants me to count how many crocodiles are in this river." The crocodiles got excited and lined up. The mouse deer quickly jumped from one crocodile to another, counting out loud, and escaped safely to the other side.

6. What is the moral of the story?

A. Don't trust crocodiles
B. Use your brain to solve problems
C. Never cross the river
D. Always help animals

7. How did the mouse deer escape?

A. He swam fast
B. He ran into the jungle
C. He jumped on the crocodiles
D. He fought the crocodile

Text 2: The Golden Egg

Once, a farmer had a goose that laid a golden egg every day. The farmer was very happy and became rich. However, he grew greedy and thought there must be gold inside the goose. One day, he killed the goose to get all the gold. But when he opened it, there was nothing inside. He had lost his precious goose and its golden eggs forever.

3. What did the goose lay every day?

A. A silver egg
B. A golden egg
C. A chocolate egg
D. A stone

4. Why did the farmer kill the goose?

A. He was angry
B. He was hungry
C. He wanted more gold
quickly
D. He wanted to sell it

5. What did the farmer find inside the goose?

A. More gold
B. Nothing
C. A big egg
D. Diamond

6. What is the moral of the story?

A. Be patient and not greedy
B. Kill animals for money
C. Save all your gold
D. Sell the goose

Text 3: The Ant and the Grasshopper

In a field, there lived an ant and a grasshopper. All summer, the ant worked hard collecting food. The grasshopper just played and laughed at the ant. When winter came, the grasshopper had nothing to eat, while the ant was warm and well-fed. The grasshopper regretted not preparing for winter.

7. What did the ant do during summer?

A. Played all day
C. Collected food
B. Slept
D. Built a hous

8. What happened in winter?

A. The ant went hungry
nothing to eat
B. The grasshopper had food
D. They both went away
C. The grasshopper had

Text 4: The Honest Woodcutter

One day, a woodcutter dropped his axe into a river. He was very sad. Suddenly, a fairy appeared and offered him a golden axe. He refused, saying it was not his. Then she offered a silver one, and again he refused. Finally, she gave him his own axe. Impressed by his honesty, the fairy gave him all three axes.

9. Who helped the woodcutter?

A. His friend
C. A fisherman
B. A fairy
D. A king

10. Why did the fairy reward him?

A. Because he worked hard
C. Because he was poor
B. Because he was honest
D. Because he was kin

11. What did the fairy give him in the end?

A. Only his axe
C. All three axes
B. Only the golden axe
D. Nothing

12. What is the main value shown in this story?

A. Bravery
C. Honesty
B. Kindness
D. Cleverness

Text 5: The Lion and the Mouse

A lion was sleeping when a little mouse ran over his face and woke him up. The lion caught the mouse and was about to eat him. The mouse begged for his life, promising to help one day. The lion laughed but let him go. Days later, the lion was caught in a hunter's net. The mouse came and chewed the ropes, setting the lion free.

13. Why was the lion angry at the beginning?

A. He was hungry
C. The mouse woke him up
B. He was hurt
D. Themouse stole his food

14. What did the mouse promise?
A. To bring food
C. To leave forever
B. To help the lion one day
D. To serve him

15. Why did the lion laugh at the mouse?
A. Because the mouse was small
C. Because he liked jokes
B. Because he was happy
D. Because he was sleepy

Text 6: The Fox and the Crow

A crow once stole a piece of cheese and flew to a tree. A fox saw the cheese and wanted it. He praised the crow's beauty and asked to hear her sing. Proud, the crow opened her beak to sing, and the cheese fell. The fox quickly ate it and laughed at the foolish crow.

16. What did the crow steal?
A. A bone
C. A piece of cheese
B. A fish
D. A piece of bread

17. Why did the fox praise the crow?
A. He liked her
C. He was kind
B. He wanted the cheese
D. He wanted to be friends

18. What did the crow do after being praised?
A. Flew away
C. Started singing
B. Dropped the cheese
D. Attacked the fox

Text 7: The Boy Who Cried Wolf

A shepherd boy got bored and shouted 'Wolf!' as a joke. The villagers ran to help but found no wolf. He laughed. He did this again, and the villagers stopped trusting him. One day, a real wolf came. He shouted, but no one came, and the wolf ate his sheep.

19. Why did the villagers stop helping?
A. They moved away
C. They didn't believe him anymore
B. They were tired
D. They were busy

20. What is the moral of the story?

A. Always watch sheep
B. Don’t lie or people won’t trust you
C. Be quiet
D. Wolves are dangerous

Text 8: The Crow and the Pitcher

A thirsty crow found a pitcher with little water. He couldn’t reach it with his beak. He dropped pebbles into the pitcher, and the water rose. Finally, he could drink. His clever idea saved him from thirst.

21. What was the crow looking for?
    A. Food
    B. Water
    C. Shelter
    D. Pebble
22. Why couldn’t the crow drink at first?
    A. The pitcher was broken
    B. There was no water
    C. The water was too low
    D. He was too short
23. What did the crow do to raise the water?
    A. Drank quickly
    B. Flew away
    C. Dropped pebbles
    D. Called other crows
24. What is the lesson of the story?
    A. Always ask for help
    B. Think smart to solve problems
    C. Don’t fly far
    D. Look for river

Text 10: The Wolf and the Lamb

A lamb was drinking water from a stream when a hungry wolf came. The wolf tried to blame the lamb for muddying the water. The lamb said he was downstream, so it wasn’t possible. The wolf made another excuse and then attacked. The story shows how the strong sometimes use lies to harm the weak.

25. Where was the lamb drinking water?
    A. From a river
    B. From a lake
    C. From a stream
    D. From a pond

Appendix 5. The List of Pre- and Post-Test Score

Score of Pre- and Post-Test Experiment Class

No	Name	Pre-test	Post-Test
1	Student1	40	76
2	Student2	48	84
3	Student3	44	80
4	Student4	24	76
5	Student5	64	80
6	Student6	56	88
7	Student7	32	80
8	Student8	80	96
9	Student9	36	84
10	Student10	32	88
11	Student11	64	92
12	Student12	20	88
13	Student13	44	92
14	Student14	36	92
15	Student15	20	92
16	Student16	68	88
17	Student17	24	100
18	Student18	8	92
19	Student19	16	96
20	Student20	20	84
21	Student21	12	96
22	Student22	72	88
23	Student23	84	96
24	Student24	16	92
25	Student25	80	84
26	Student26	88	96
27	Student27	12	92
28	Student28	12	80
29	Student29	16	84
30	Student30	64	92

Source: Author’s data (2025)

The Result of Pre- and Post-Test Control Class

No	Name	Pre-test	Post-Test
1	Student1	60	42
2	Student2	56	52
3	Student3	40	40
4	Student4	20	40
5	Student5	64	64
6	Student6	56	60
7	Student7	32	40
8	Student8	76	80
9	Student9	36	40
10	Student10	64	52
11	Student11	60	60
12	Student12	28	40
13	Student13	52	52
14	Student14	56	60
15	Student15	60	60
16	Student16	68	60
17	Student17	24	60
18	Student18	40	48
19	Student19	32	28
20	Student20	48	52
21	Student21	52	52
22	Student22	32	28
23	Student23	76	72
24	Student24	84	80
25	Student25	80	84
26	Student26	62	62
27	Student27	32	40
28	Student28	64	60
29	Student29	60	60
30	Student30	64	56

Source: Author’s data (2025)

Appendix 6. Analysis of Normality, Homogeneity and Hypothesis Test of Pre- and Post-Test Results

Normality Test Result

Descriptive Statistics				
Class		Shapiro-Wilk		
		Statistic	df	Sig.
Result	Pre-Test (Experiment)	0,914	30	0,019
	Post-Test (Experiment)	0,942	30	0,101
	Pre-Test (Control)	0,953	30	0,201
	Post-Test (Control)	0,946	30	0,129

Source: SPSS 30 (Authors' Data 2025)

Homogeneity Test Result

Homogeneity of Variance Test			
		Levene's Test for Equality of Variances	
		F	Sig.
pretest	Equal variances assumed	6.287	0.015
posttest	Equal variances assumed	11.647	0.001

Source: SPSS 30 (Authors' Data 2025)

Independent Sample T-Test

Independent Samples Test									
		t-test for Equality of Means							
		t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided p	Two-Sided p			Lower	Upper
posttest	Equal variances assumed	-12.056	58	<.001	<.001	-34.133	2.831	-39.8	-28.466
	Equal variances not assumed	-12.056	40.704	<.001	<.001	-34.133	2.831	-39.852	-28.414

Source: SPSS 30 (Authors' Data 2025)

Appendix 7. Syllabus and Lesson Plan

SYLLABUS AND LESSON PLAN

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	**:**	**Alfaiziah**
Satuan Pendidikan	**:**	**Islamic Junior High School**
Kelas / Fase	**:**	**IX (Sembilan)**
Mata Pelajaran	**:**	**Bahasa Inggris**
Prediksi Alokasi Waktu	**:**	**2x45 Menit JP/Minggu**
Tahun Penyusunan	**:**	**2025/ 2026**

B. CAPAIAN PEMBELAJARAN

Pada akhir pembelajaran, peserta didik mampu menggunakan bahasa Inggris secara lisan maupun tulisan untuk memahami dan mengkomunikasikan isi teks sesuai dengan situasi dan tujuan pembelajaran. Fokus utama diarahkan pada keterampilan memahami teks narative, termasuk mengenali unsur-unsur cerita seperti alur, tokoh, latar, dan nilai moral. Peserta didik menggunakan bahasa Inggris untuk berdiskusi, bertanya, serta menyampaikan gagasan dan perasaan mereka terkait isi teks yang dipelajari.

Melalui penggunaan Wayground application, peserta didik mengeksplorasi teks naratif dengan cara yang lebih interaktif dan menyenangkan. Aplikasi ini membantu mereka membaca teks dengan lebih fokus, menjawab pertanyaan, serta menarik kesimpulan dari informasi tersurat maupun tersirat. Keterampilan inferensi dan evaluasi mereka juga berkembang karena Wayground mendorong siswa untuk berpikir kritis, membandingkan isi teks, dan menyampaikan pendapat.

Selain memahami, peserta didik juga dilatih untuk memproduksi teks sederhana baik secara lisan maupun tulisan, misalnya dengan menceritakan kembali isi teks naratif yang telah dibaca menggunakan kosa kata yang semakin beragam dan terstruktur. Dengan demikian, kemampuan membaca pemahaman mereka

tidak hanya berkembang secara pasif, tetapi juga aktif dalam menghasilkan respon bahasa yang sesuai dengan tujuan pembelajaran.

C. KOMPETENSI AWAL

Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka tentang teks naratif yang akan dipelajari. Melalui penggunaan Wayground application, peserta didik mendapatkan pengajaran eksplisit yang membantu mereka memahami struktur teks, kosakata penting, serta konteks cerita. Kegiatan ini tidak hanya mengembangkan kemampuan literasi, tetapi juga mendorong kolaborasi antar siswa dalam mengikuti instruksi dan menyelesaikan aktivitas yang tersedia di aplikasi.

D. PROFIL PELAJAR PANCASILA

1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;
2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);
3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;
4. Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).

E. SARANA DAN PRASARANA

1. Gawai	4. Buku Teks	7. Handout materi
2. Laptop/Komputer PC Infokus/Proyektor/Pointer	5. Papan tulis/White Board	8.
3. Akses Internet	6. Lembar kerja	9. Referensi lain yang mendukung

F. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar menggunakan aplikasi Wayground

G. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) dan *Genre Based Pedagogy* (GBP) terintegrasi pembelajaran berdiferensiasi berbasis *Multimodal Learning.*

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi kharakteristik dari teks narrative, termasuk fungsi sosial dan struktur teks;
- Menyusun teks naratif lisan dan tulis, sangat pendek dan sederhana, terkait cerita rakyat
- Peserta didik mampu mengidentifikasi karakteristik teks naratif, termasuk fungsi sosial, struktur, dan unsur kebahasaannya.
- Peserta didik mampu memahami serta menggunakan bentuk past tense secara tepat dalam membaca dan menanggapi teks naratif.
- Peserta didik mampu meningkatkan keterampilan membaca pemahaman melalui eksplorasi teks naratif menggunakan Wayground application.
- Peserta didik mampu berpartisipasi aktif dalam diskusi kelas maupun kegiatan interaktif di aplikasi.
- Peserta didik mampu menyusun teks naratif sederhana, baik lisan maupun tulisan, berdasarkan cerita rakyat yang dipelajari.

B. PEMAHAMAN BERMAKNA

- Peserta didik mampu menjelaskan definisi *narrative text*.
- Peserta didik mampu menyebutkan tujuan dari *narrative text*.
- Peserta didik mampu mengidentifikasi struktur generic (*orientation, complication, resolution*) pada teks naratif.

C. TUJUAN PEMBELAJARAN

1. Memahami definisi narrative text.
2. Menjelaskan tujuan narrative text.
3. Menemukan generic structure dari teks sederhana.

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Narrative Text - Definisi, tujuan, generic structure of Narrative Text

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuanpembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan***Profil Pelajar Pancasila*;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

Kegiatan Inti (90 Menit)

1. Guru menjelaskan tujuan pembelajaran dan memperkenalkan materi yang akan dipelajari, yaitu *reading comprehension of narrative text* dengan fokus pada *generic structure* (orientation, complication, resolution).

2. Guru memperkenalkan aplikasi Wayground sebagai media utama pembelajaran dan memandu peserta didik langkah demi langkah untuk mengakses, login, dan membuka teks bacaan.
3. Peserta didik mengamati teks naratif pendek berjudul *"The Lion and The Mouse"* yang tersedia di aplikasi Wayground.
4. Guru mendemonstrasikan cara menyoroti bagian penting dari teks (orientation, complication, resolution) serta mencontohkan cara menjawab pertanyaan pemahaman bacaan.
5. Peserta didik berdiskusi secara singkat mengenai isi teks, tokoh, latar, dan pesan moral dengan bimbingan guru.
6. Peserta didik berlatih secara mandiri dengan membaca teks naratif melalui Wayground dan menjawab 10 pertanyaan pemahaman bacaan langsung di aplikasi.
7. Guru memantau aktivitas siswa di Wayground, memberi bimbingan jika ada kesulitan, dan memberikan umpan balik (*feedback*) terhadap jawaban siswa.
8. Guru dan siswa mendiskusikan hasil latihan, membahas jawaban yang benar serta alasan di balik setiap pilihan untuk memperdalam pemahaman siswa terhadap struktur dan isi teks.

Kegiatan Penutup (10 Menit)

1. Guru dan siswa bersama-sama menyimpulkan pembelajaran hari ini, terutama mengenai struktur teks naratif dan isi cerita *"The Lion and The Mouse."*
2. Guru melakukan refleksi singkat terhadap pencapaian tujuan pembelajaran dan memberikan penilaian formatif terhadap pemahaman siswa.
3. Guru menyampaikan kegiatan pembelajaran berikutnya, yang akan melanjutkan materi teks naratif dengan teks berbeda melalui aplikasi Wayground.
4. Guru memberikan motivasi dan pesan penutup, mengajak siswa untuk terus semangat belajar, kemudian kegiatan diakhiri dengan doa bersama.

PERTEMUAN KE-2

Narrative Text – Fable (Characters & Setting): Mengidentifikasi tokoh & setting dalam narrative text

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuanpembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila*****;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

Kegiatan Inti (90 Menit)

1. Guru membuka kegiatan inti dengan mereview secara singkat materi pertemuan sebelumnya tentang struktur teks naratif (*orientation, complication, resolution*).
2. Guru menjelaskan tujuan pembelajaran hari ini, yaitu agar peserta didik mampu mengidentifikasi *main idea* dan *specific details* dari teks naratif.
3. Guru meminta peserta didik untuk mengakses aplikasi Wayground melalui gawai masing-masing.
4. Guru membagikan teks naratif berjudul *"The Tortoise and The Hare"* melalui aplikasi Wayground dan memberikan instruksi untuk membaca teks tersebut dengan seksama.
5. Guru mendemonstrasikan cara menemukan ide pokok dan detail spesifik dengan menyoroti kalimat penting menggunakan fitur *digital highlighting* pada Wayground.
6. Peserta didik berlatih secara mandiri dengan membaca teks dan menjawab pertanyaan pemahaman yang tersedia di Wayground, yang berfokus pada *main idea* dan *specific details*.
7. Guru memantau aktivitas peserta didik di aplikasi, membantu mereka yang mengalami kesulitan, serta menjelaskan kosakata baru yang ditemukan dalam teks.
8. Guru memberikan umpan balik langsung terhadap jawaban siswa, meluruskan kesalahan pemahaman, dan memperkuat konsep ide pokok serta detail pendukung cerita.
9. Kegiatan diakhiri dengan diskusi kelas, di mana beberapa peserta didik diminta untuk mempresentasikan hasil identifikasi *main idea* dan *specific details* dari teks "The Tortoise and The Hare."

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-3

Narrative Text – Fairy Tales (Plot: Orientation & Complication)

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuanpembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan***Profil Pelajar Pancasila*;** yaitu 1) beriman, bertakwa kepada Tuhan

Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

Kegiatan Inti (90 Menit)

- Guru meminta peserta didik membuka Wayground application di ponsel mereka.
- Guru menampilkan teks naratif jenis *fairy tale* melalui aplikasi, kemudian menjelaskan cara menggunakan *context clues* (petunjuk konteks) seperti kalimat di sekitarnya, tindakan tokoh, dan latar cerita untuk menebak arti kosakata sulit.
- Guru mencontohkan satu atau dua kata sulit dari teks dan menunjukkan bagaimana menebak maknanya berdasarkan konteks kalimat.
- Peserta didik membaca teks naratif secara mandiri melalui Wayground, lalu mengerjakan latihan pemahaman (reading comprehension quiz) yang tersedia di aplikasi. Soal berfokus pada menafsirkan makna kata dalam konteks dan menghubungkannya dengan alur cerita.
- Guru berkeliling mengamati aktivitas peserta didik, memberi bantuan pada yang mengalami kesulitan, serta memberikan umpan balik terhadap jawaban mereka di aplikasi.
- Setelah latihan selesai, guru mengajak siswa mendiskusikan beberapa kosakata sulit yang ditemukan serta membahas makna dan penggunaannya dalam konteks cerita.
- Guru menegaskan kembali pentingnya memahami kosakata melalui konteks agar dapat meningkatkan kemampuan membaca dan memahami teks naratif secara mendalam.

Kegiatan Penutup (10 Menit)

- Guru dan peserta didik bersama-sama menyimpulkan hasil pembelajaran hari ini.
- Guru melakukan refleksi untuk menilai sejauh mana peserta didik memahami penggunaan konteks dalam menebak arti kosakata.
- Guru memberikan umpan balik positif dan motivasi untuk tetap berlatih membaca teks naratif secara mandiri.
- Guru menginformasikan materi yang akan dipelajari pada pertemuan berikutnya dan menutup kegiatan dengan doa bersama.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-4

Materi Pokok : Narrative Text – Resolution & Moral Value

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuanpembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan***Profil Pelajar Pancasila*;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

Kegiatan Inti (90 Menit)

- Guru meminta peserta didik membuka Wayground application dan menampilkan teks naratif jenis *fairy tale*.
- Guru menjelaskan terlebih dahulu konsep *inference* (menarik kesimpulan berdasarkan informasi tersurat dan tersirat) serta *moral value* (nilai moral atau pesan yang dapat dipetik dari cerita).
- Peserta didik membaca teks naratif secara mandiri melalui Wayground dengan fokus menemukan bagian yang menunjukkan *resolution* (penyelesaian masalah) dan pesan moral dari cerita.
- Guru memberikan contoh pertanyaan yang membantu siswa berpikir inferensial, seperti:
    - “Apa yang dapat kamu simpulkan dari sikap tokoh utama di akhir cerita?”
    - “Apa pelajaran hidup yang bisa kamu ambil dari peristiwa dalam teks ini?”
- Setelah membaca, peserta didik mengerjakan quiz interaktif di Wayground yang berisi pertanyaan tentang *inference* dan *moral value* berdasarkan teks.
- Guru memantau aktivitas peserta didik saat mengerjakan kuis, membantu siswa yang mengalami kesulitan, dan memberikan umpan balik langsung di kelas.
- Setelah kuis selesai, guru meminta peserta didik menulis satu paragraf singkat berisi kesimpulan (*inference*) dan nilai moral yang mereka temukan dari teks.
- Guru kemudian memfasilitasi diskusi kelas, meminta beberapa peserta didik membacakan hasil tulisannya, dan memberikan penegasan terhadap pemahaman yang benar mengenai isi dan pesan moral teks.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-5

Materi Pokok : Narrative Text – Legend (Main Idea & Supporting Detail)

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuanpembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan***Profil Pelajar Pancasila*;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

Kegiatan Inti (90 Menit)

- Guru meminta peserta didik membuka Wayground application, kemudian menampilkan teks naratif jenis *legend* yang memiliki struktur lebih panjang dan kompleks dibandingkan pertemuan sebelumnya.
- Guru menjelaskan kembali konsep main idea dan supporting details, serta bagaimana cara menemukannya melalui strategi membaca seperti: memperhatikan *topic sentence*, gagasan yang diulang, dan hubungan antarparagraf.
- Peserta didik membaca teks legenda secara mandiri melalui Wayground dengan fokus menemukan ide pokok dan rincian pendukung dari setiap bagian cerita.
- Setelah membaca, peserta didik menjawab pertanyaan pemahaman di Wayground yang berfokus pada dua aspek:
    - Global comprehension: menemukan tema utama dan ide pokok cerita secara keseluruhan.
    - Local comprehension: mengidentifikasi urutan peristiwa, tindakan tokoh, serta rincian yang mendukung jalannya cerita.
- Setelah kuis selesai, Wayground menampilkan skor hasil pemahaman secara otomatis agar siswa dapat melihat tingkat akurasi mereka.
- Guru berkeliling memantau proses belajar, membantu siswa yang masih kesulitan membedakan antara ide pokok dan rincian pendukung.

- Guru mengadakan diskusi kelas untuk membahas soal yang dianggap sulit dan mempertegas kembali perbedaan antara main idea dan supporting details dengan memberikan contoh langsung dari teks.
- Guru memberikan umpan balik dan dorongan agar siswa terus meningkatkan kemampuan mereka dalam memahami teks panjang dengan strategi yang tepat.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-6

Materi Pokok : Review & Comprehensive Reading

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuanpembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan***Profil Pelajar Pancasila*****;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

Kegiatan Inti (90 Menit)

- Guru meminta peserta didik membuka Wayground application, lalu menampilkan teks naratif yang lebih panjang dan kompleks, mencakup berbagai elemen yang telah dipelajari pada pertemuan sebelumnya (main idea, specific details, vocabulary in context, dan inference).
- Guru menjelaskan bahwa kegiatan hari ini bertujuan untuk meninjau dan menggabungkan seluruh keterampilan membaca yang telah dipelajari selama beberapa pertemuan sebelumnya.
- Peserta didik membaca teks naratif secara mandiri melalui Wayground, yang menampilkan teks secara interaktif per segmen agar lebih mudah dipahami.
- Setelah membaca, peserta didik mengerjakan comprehensive reading quiz di Wayground yang terdiri dari 15–20 soal dengan berbagai bentuk pertanyaan (pilihan ganda, isian singkat, dan *matching items*).
- Pertanyaan dalam kuis mencakup beberapa aspek pemahaman:

  - Main Idea: menentukan gagasan utama teks dan tema cerita.
  - Supporting Details: mengidentifikasi informasi penting yang mendukung ide pokok.
  - Vocabulary in Context: menafsirkan makna kata berdasarkan konteks kalimat.
  - Inference: menarik kesimpulan dan menemukan pesan moral yang tersirat.
- Setelah peserta didik menyelesaikan kuis, Wayground secara otomatis menampilkan skor hasil pemahaman sehingga mereka dapat mengetahui kemajuan dan tingkat akurasi pemahamannya secara langsung.
- Guru memotivasi siswa untuk membandingkan hasil mereka dengan pertemuan sebelumnya, serta memberikan apresiasi atas peningkatan yang dicapai.
- Guru membahas kembali beberapa soal yang sering salah dijawab, memberikan penjelasan tambahan mengenai strategi menemukan ide pokok, memahami kosakata dalam konteks, dan menarik inferensi dari teks.
- Guru menutup kegiatan inti dengan memberikan dorongan dan umpan balik positif atas semangat belajar peserta didik selama seluruh rangkaian treatment berlangsung.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

Appendix 8. Students' Reading Comprehension Test Sheet

1. Experiment Class

- Pre-Test

16/

PRE TEST EXPERIMENT CLASS
READING COMPREHENSION TEST

NAME : CAROLIN
CLASS : IX A

ANSWER THE QUESTIONS

1. C ✓	11. A	21. C ✓
2. B	12. A	22. D
3. B	13. B	23. C
4. C	14. C	24. B
5. A	15. C	25 A
6. C	16. D ✓	
7. A	17. A	
8. D	18. D	
9. C	29. D	
10. B ✓	20. B	

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PRE TEST EXPERIMENT CLASS
READING COMPREHENSION TEST

NAME : AYU NINGSIH A.
CLASS : IX A

ANSWER THE QUESTIONS

1. C ✓	11. C ✓	21. C ✓
2. C ✓	12. C ✓	22. A ✗
3. C ✓	13. C ✓	23. C
4. A	14. A	24. B
5. C ✓	15. C	25. D
6. D	16. B	
7. C ✓	17. A	
8. C	18. A	
9. B	19. C ✓	
10. D	20. C ✓	

- Post-Test

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POST TEST EXPERIMENT CLASS
READING COMPREHENSION TEST

NAME : CAROLIN
CLASS : IX A

ANSWER THE QUESTIONS

1. C ✓	11. C ✓	21. C ✓
2. C ✓	12. C ✓	22. B ✓
3. A	13. C ✓	23. A ✓
4. B ✓	14. B ✓	24. C ✓
5. C ✓	15. B ✓	25 B ✓
6. B ✓	16. D ✓	
7. C ✓	17. B ✓	
8. B ✓	18. B ✓	
9. A ✓	29. C ✓	
10. B ✓	20. C ✓	

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POST TEST EXPERIMENT CLASS
READING COMPREHENSION TEST

NAME : AYU NINGSIH A.
CLASS : IX A

ANSWER THE QUESTIONS

1. C ✓	11. C ✓	21. C ✓
2. C ✓	12. C ✓	22. B ✓
3. C ✓	13. C ✓	23. B
4. B ✓	14. C	24. C ✓
5. B	15. B ✓	25. B ✓
6. B ✓	16. D ✓	
7. C ✓	17. D	
8. A	18. B ✓	
9. BA ✓	19. C ✓	
10. B ✓	20. C ✓	

2. Control Class

- Pre-Test

PRE TEST CONTROL CLASS

READING COMPREHENSION TEST

56

NAME : Saskia Noviranti

CLASS : IX b

ANSWER THE QUESTIONS

1. C ✓	11. B	21. C ✓
2. C ✓	12. C ✓	22. B ✓
3. C ✓	13. D	23. A ✓
4. A	14. B ✓	24. B
5. C ✓	15. B ✓	25 C
6. A	16. D ✓	
7. A	17. C ✗	
8. C	18. B ✓	
9. A ✓	29. A	
10. B ✓	20. A	

PRE TEST CONTROL CLASS

READING COMPREHENSION TEST

90

NAME : Rizki Maulana

CLASS : IX b

ANSWER THE QUESTIONS

1. a	11. a	21. a
2. C ✓	12. C ✓	22. a
3. C ✓	13. C ✓	23. d
4. a	14. a	24. d
5. a	15. b ✓	25. b ✓
6. b ✓	16. a	
7. C ✓	17. a	
8. a	18. b ✓	
9. a ✓	19. d	
10. C	20. d	

- Post-Test

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POST TEST CONTROL CLASS
READING COMPREHENSION TEST

NAME : Saskia Noviyanti
CLASS : Ix b

ANSWER THE QUESTIONS

1. C ✓	11. B	21. D
2. A	12. C ✓	22. A
3. C ✓	13. B	23. A ✓
4. B ✓	14. C	24. C ✓
5. A	15. A	25. B ✓
6. B ✓	16. D ✓	
7. C ✓	17. B ✓	
8. A	18. D	
9. A ✓	19. C ✓	
10. A	20. C ✓	

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POST TEST CONTROL CLASS
READING COMPREHENSION TEST

NAME : Rizki Maulana
CLASS : Ix B

ANSWER THE QUESTIONS

1. C ✓	11. A	21. A
2. C ✓	12. C ✓	22. D
3. A	13. A	23. A ✓
4. B ✓	14. B ✓	24. D
5. A	15. B ✓	25 C
6. B ✓	16. B	
7. C ✓	17. B ✓	
8. D	18. B ✓	
9. C	29. A	
10. B ✓	20. A	

Appendix 9. Field Notes

CLASSROOM OBSERVATION RESEARCH

Field Note 1 Meeting 1

Class : 9th A

Date : Wednesday, 10th September 2025

Time : 08.30 – 10.00

Treatment 1 : Introduction to Wayground and Narrative Text

The first treatment was conducted in the first teaching session on Wednesday, 10th September 2025. At 08:30 – 10.00 a.m., the teacher entered the classroom and asked the class leader to lead a prayer. After greeting the students, the teacher checked attendance and gave a short motivational message as an ice breaker. Next, the teacher explained the material to be learned, namely reading comprehension of narrative text with a focus on introducing the generic structure (orientation, complication, resolution). The learning objective of this meeting was that students would be able to recognize the structure of narrative texts, identify characters and settings, and understand the general storyline.



After explaining the learning objectives, the teacher introduced the Wayground application as the main medium in the learning process. The teacher guided the student's step by step to access Wayground, log in, and open the reading material. In this first treatment, the students were given a short narrative text through Wayground. The teacher demonstrated how to highlight important parts of the text and worked on several sample questions together with the class. After that, the students practiced independently by reading the narrative text on Wayground and answering 10 comprehension questions directly in the application. This activity helped the students become familiar with the Wayground platform while also beginning to apply their reading comprehension skills. The result of the first treatment was that students were able to understand the structure and content of a simple narrative text and gained initial experience in using Wayground for learning.

On the same day, Wednesday, 10th September 2025. At 10.00 – 11.30 a.m., in the last session, the first treatment was also conducted in the control class using the conventional method. As usual, the teacher entered the classroom, greeted the students, and asked the class leader to lead a prayer. After that, the teacher checked the students' attendance and gave a short motivational message to encourage the students to participate actively in the lesson. The material taught in the control class was the same as in the experimental class, namely reading comprehension of narrative text with a focus on the generic structure (orientation, complication, resolution). The difference lay in the medium used. In the control class, the teacher did not use the Wayground application but instead applied the traditional method. The narrative text was given in printed form and the main points were also written

on the whiteboard. The teacher read the text aloud while explaining the parts of the structure. Then, students were asked to read the text alternately to practice pronunciation and intonation. After that, the teacher explained the meaning of the text, the characters, the setting, and the storyline orally. Students were directed to underline the orientation, complication, and resolution parts of the text they had. To ensure students' understanding, the teacher wrote several questions on the whiteboard and asked the students to answer them in their notebooks. These questions included identifying the characters, the setting, the sequence of events, and the ending of the story. The teacher also asked the students to write a simple sentence about the moral value of the story based on their own understanding.

At the end of the lesson, the teacher gave a short-written quiz consisting of five questions. These questions covered the comprehension of text structure, detailed information, and the main ideas of the story. The teacher then corrected the answers together with the students in class so that they could know the correct answers. Thus, the learning in the control class was carried out using a conventional method which was more teacher-centered, where students received the material through direct explanation, read the text manually, and answered the exercises in their notebooks without the help of digital media. This treatment served as a comparison to evaluate the effectiveness of using the Wayground application in improving reading comprehension in the experimental class.

Field Note 2 Meeting 2

Class : 9th A

Date : Thursday, 11th September 2025

Time : 08.30 – 10.00

Treatment 2 : Narrative Text: Main Idea and Specific Details

The second meeting focused on applying the Wayground application to narrative text comprehension. Students were provided with a simple narrative story through the application. After reading the text, they were guided to answer comprehension questions that targeted the identification of the main idea. The application displayed multiple-choice questions that encouraged students to think critically about the core message of the story.



In addition to the main idea, students also practiced locating specific details in the text. For example, they were asked to identify the setting of the story, the

names of the characters, and particular events that happened. The Wayground application helped by presenting the questions right after the text, which allowed students to stay engaged and focused.

During the activity, the researcher facilitated discussions whenever students encountered difficulties. Some students tended to skim the text without careful reading, so the researcher reminded them to reread the story before answering. The application's interactive format, such as instant scoring and visual indicators, motivated students to improve their accuracy. Overall, this meeting strengthened students' ability to understand both the general and specific content of a narrative text. By integrating Wayground into the lesson, students were exposed to an engaging and interactive reading experience that differed from the conventional method.

The second treatment findings indicated that students could identify the main idea of a narrative text with moderate accuracy. Out of all students, a majority managed to correctly identify the story's core theme, but a smaller group still confused main ideas with supporting details. Wayground's instant feedback highlighted these errors, allowing the students to quickly recognize their mistakes. Students were also able to recall specific details such as characters, settings, and events more easily than the main idea. The interactive nature of the questions kept them engaged, and some students even expressed excitement when they received high scores from the application. Overall, the findings suggested that while students showed improvement in comprehension, distinguishing between main and supporting ideas required further reinforcement.

Field Note 3 Meeting 3

Class : 9th A

Date : Friday, 12th September 2025

Time : 08.30 – 10.00

Treatment 3 : Vocabulary in Context and Comprehension Practice

In the third meeting, the focus shifted to vocabulary development as part of reading comprehension. Students were given another narrative text through Wayground, but this time the comprehension questions emphasized vocabulary in context. The questions asked students to interpret the meaning of certain words or phrases based on the surrounding sentences. This strategy helped students to improve their inferencing skills while reading.

To support this activity, the researcher first demonstrated how to identify context clues, such as synonyms, antonyms, or descriptive phrases in the passage. Students then worked individually on the Wayground exercises, which included matching words with meanings and choosing the correct definition in multiple-choice items.



Wayground provided immediate feedback after each response, which encouraged students to learn from their mistakes. When they selected the wrong answer, the application highlighted the correct option and sometimes provided a short explanation. This feature enabled students to reflect on their errors and strengthen their vocabulary knowledge. By the end of the session, students not only learned new words but also practiced strategies for guessing meaning without relying heavily on dictionaries. This skill became a foundation for understanding more complex narrative texts in the following treatments.

In the third treatment, the findings showed a noticeable improvement in students' ability to interpret vocabulary in context. Many students successfully used clues from surrounding sentences to guess meanings, instead of directly relying on dictionaries. This demonstrated that they were beginning to adopt reading strategies emphasized in the lesson.

Students expressed that Wayground's immediate corrections and explanations helped them retain new words more effectively. A number of students were observed rereading the passage multiple times to ensure accuracy before answering questions. However, some still found it challenging to differentiate between words with similar meanings, which required additional teacher clarification. Overall, the findings revealed that the combination of vocabulary-focused tasks and digital feedback supported vocabulary growth and improved reading comprehension.

Field Note 4 Meeting 4

Class : 9th A

Date : Monday, 15th September 2025

Time : 08.30 – 10.00

Treatment 4 : Making Inferences and Moral Values

The fourth meeting was designed to train students to make inferences and recognize the moral values embedded in narrative texts. The researcher explained that reading is not only about understanding explicit information but also about interpreting implied meanings. Using Wayground, students read a new story and then answered comprehension questions that required them to infer causes, motives, or consequences of characters' actions. After working on inference-based questions, students were guided to identify the moral values of the story. The researcher encouraged students to reflect on what lessons they could learn and how the message related to their daily life. Wayground supported this activity by offering both comprehension quizzes and reflection prompts.



Throughout the activity, the application's immediate scoring system helped students evaluate their understanding. When students failed to make accurate inferences, they could quickly review the text and try again. This process reinforced a deeper level of comprehension compared to simply recalling facts. The session concluded with a class discussion in which students shared their interpretations of the moral value. This not only enhanced their comprehension but also promoted critical thinking and moral awareness.

The findings of the fourth treatment showed that students initially found inference-making tasks challenging. Many tended to focus only on explicit details without considering implied meaning. However, with repeated practice on Wayground, students gradually improved their ability to infer motives and consequences of characters' actions.

In terms of moral values, students actively engaged in reflection once they were guided by the researcher. Wayground's reflection prompts encouraged students to connect the story to real-life lessons, such as honesty, courage, or kindness. During class discussion, students were eager to share their interpretations, which demonstrated both improved comprehension and moral awareness. This meeting highlighted that inference skills require consistent practice, but when supported with digital interactivity and teacher scaffolding, students were able to make significant progress.

Field Note 5 Meeting 5

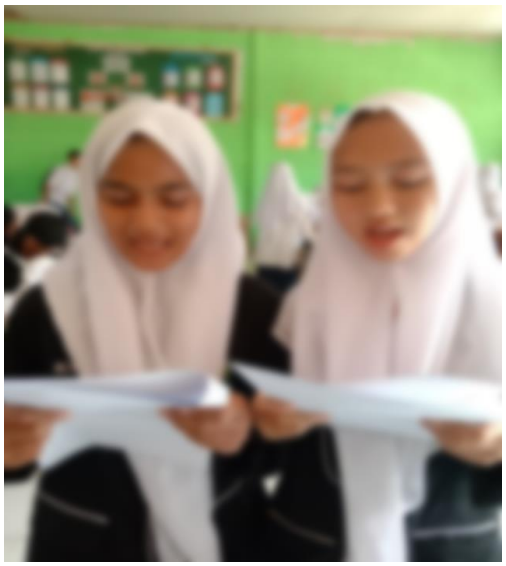
Class : 9th A

Date : Tuesday, 16th September 2025

Time : 08.30 – 10.00

Treatment 5 : Legend: Main Idea and Supporting Details

The fifth meeting introduced a legend text as a type of narrative. Students were tasked with identifying the main idea and supporting details of the story using Wayground. Unlike earlier meetings, the text was slightly longer and more complex, which required students to apply all the strategies they had learned previously. Students read the legend carefully and then answered comprehension questions in the application. The questions targeted both global understanding, such as identifying the central theme, and local details, such as recalling events and character actions. Wayground highlighted their progress and provided scores that reflected their comprehension accuracy.





The researcher observed that students became more confident in identifying the main idea but still faced some confusion in distinguishing between main ideas and supporting details. To address this, additional feedback and clarification were provided during class discussion. By the end of the meeting, students demonstrated improvement in analyzing narrative texts. The combination of individual practice on Wayground and collective discussion in class created a balanced approach to learning.

The findings from the fifth treatment showed that students became more confident in identifying the main ideas of a longer legend text. Their accuracy increased compared to the earlier meeting. However, distinguishing between main ideas and supporting details still caused difficulties for several students, particularly when the story contained multiple events.

Wayground's instant scoring system helped students identify which answers were wrong, and many chose to reread the text to correct themselves. Interestingly, students demonstrated higher persistence compared to earlier sessions, indicating that they were becoming more motivated and engaged with the learning process.

Overall, the findings suggested that students had improved in analyzing narrative texts, although continuous practice was still needed to refine their comprehension of supporting details.

Field Note 6 Meeting 6

Class : 9th A

Date : Thursday, 17th September 2025

Time : 08.30 – 10.00

Treatment 6 : Review and Comprehensive Reading (Final Session)

The final meeting served as both a review and a comprehensive reading session. Students were asked to read a complete narrative text through Wayground that integrated all aspects of reading comprehension: main idea, specific details, vocabulary, inference, and moral value. This comprehensive task functioned as a preparation for the post-test, allowing students to consolidate their skills. Wayground's features, such as real-time feedback, points, and progress tracking, kept students motivated and engaged throughout the activity. The gamified elements of the platform encouraged even the less active students to participate.

After completing the reading task, students reflected on their learning journey using the application. They were asked to identify their strengths and weaknesses in reading comprehension and to think about strategies to overcome difficulties. The researcher facilitated this reflection to ensure that students were aware of their own progress. Overall, the final session highlighted the effectiveness of Wayground in supporting reading comprehension. Students not only improved their skills but also developed a more positive attitude toward reading narrative texts in English. This treatment marked the culmination of the intervention and prepared the students for the post-test evaluation.

The findings of the final treatment revealed that students showed significant improvement in overall reading comprehension. They were able to combine previously learned skills, such as identifying main ideas, recalling details, interpreting vocabulary, making inferences, and recognizing moral values, into one comprehensive reading task.

Wayground's gamified elements, such as progress tracking and point scoring, motivated students to complete the entire activity with enthusiasm. Even students who were previously less active participated more consistently. This demonstrated that the digital approach successfully built engagement and learning confidence. By the end of the session, students reflected positively on their learning experience. Many stated that they enjoyed reading more when using Wayground compared to traditional methods. The findings confirmed that the use of Wayground was effective in enhancing reading comprehension and creating a more engaging classroom atmosphere.

