

**THE EFFECTIVENESS OF PROBLEM-BASED LEARNING
(PBL) STRATEGY USING WORDWALL TO IMPROVE
STUDENTS' READING COMPREHENSION**

THESIS

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DECEMBER 2025**

ABSTRACT

Khusnah, Siti Zaujatun. 2025. *The Effectiveness Of Problem-Based Learning (PBL) Strategy Using Wordwall To Improve Students' Reading Comprehension*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisors: (I) Prof. Dr. Khoirul Anwar, M.Pd., (II) Ribeh Najib Muhammad, M.Pd.

Keywords: Problem Based Learning (PBL), Wordwall, Reading Comprehension

This study investigates the effects of Problem-Based Learning (PBL) strategies using Wordwall media to improve reading comprehension and to investigate students' perceptions of using this strategy. This research was conducted at SMP Negeri 15 Gresik using a mixed-methods approach that combined quantitative and qualitative data. A quasi-experimental design was used to measure students' reading comprehension between the experimental and control classes before and after the four-week intervention, while interviews were used to investigate students' perceptions of using this strategy.

The results showed a significant improvement in the experimental class, with an average pretest score of 59 increasing to 77 on the posttest, an average increase of 18 points. The paired sample t-test showed a sig. (2-tailed) = 0.001 (< 0.05), which means it is statistically significant and indicates a real increase in students' reading comprehension abilities after the intervention. Meanwhile, the average score of the control class increased from 59 to 60.93, an increase of 1.93 points. The paired sample t-test showed a sig. (2-tailed) = 0.055 (> 0.05), which is not statistically significant. Furthermore, the independent sample t-test on the post-test scores between the two classes produced a sig. (2-tailed) = 0.001 (< 0.05) value, with a Cohen's d effect size = 1.45 (strong effect), confirming a significant difference where the improvement in the experimental class was higher than that in the control class. In addition, qualitative findings also show that this strategy succeeded in creating a positive learning experience, where students felt that PBL encouraged critical thinking and independence, while wordwall increased motivation and made the learning process more interactive and enjoyable through the wordwall media.

This study concludes that the combination of PBL with wordwall media is an effective learning strategy for improving students' reading comprehension and demonstrates students' positive responses in using this strategy in the context of learning English as a Foreign Language (EFL). This study offers practical insights for educators seeking innovative approaches to language teaching and highlights the importance of integrating technology into active learning methods.

ABSTRAK

Khusnah, Siti Zaujatun. 2025. *The Effectiveness Of Problem-Based Learning (PBL) Strategy Using Wordwall To Improve Students' Reading Comprehension*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Gresik. Pembimbing: (I) Prof. Dr. Khoirul Anwar, M.Pd., (II) Ribeh Najib Muhammad, M.Pd.

Keywords: Pembelajaran Berbasis Masalah (PBL), Wordwall, Pemahaman Membaca

Penelitian ini mengkaji efek dari strategi Pembelajaran Berbasis Masalah (Problem Based Learning/PBL) dengan menggunakan media Wordwall untuk meningkatkan pemahaman membaca serta untuk mengetahui persepsi siswa dalam menggunakan strategi tersebut. Penelitian ini dilakukan di SMP Negeri 15 Gresik dengan pendekatan campuran (*mix-methods*) yang menggabungkan data kuantitatif dan kualitatif. Desain Quasi Experimental digunakan untuk mengukur pemahaman membaca siswa antara kelas experiment dan kelas kontrol sebelum dan sesudah intervensi selama empat minggu, sementara interview digunakan untuk mengetahui persepsi siswa dalam menggunakan strategi tersebut.

Hasil penelitian menunjukkan peningkatan signifikan pada kelas eksperimental dengan rata-rata skor pretest sebesar 59 naik menjadi 77 pada posttest dengan kenaikan rata-rata 18 poin, uji *paired sample t-test* menunjukkan nilai *sig.* (2-tailed) = 0,001 (< 0,05) yang artinya signifikan secara statistic dan mengindikasikan adanya peningkatan nyata pada kemampuan pemahaman membaca siswa pasca-intervensi. Sedangkan rata-rata dari kelas control sebesar 59 menjadi 60,93 dengan kenaikan 1,93 poin, uji *paired sample t-test* menunjukkan nilai *sig.* (2-tailed) = 0,055 (> 0,05) yang tidak artinya signifikan secara statistic. Selanjutnya, uji *independent sample t-test* pada skor *post-test* antar kedua kelas menghasilkan nilai *sig.* (2-tailed) = 0,001 (< 0,05), dengan ukuran efek Cohen's $d = 1,45$ (efek kuat), yang menegaskan perbedaan signifikan di mana peningkatan kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Selain itu temuan kualitatif juga menunjukkan bahwa strategi ini berhasil menciptakan pengalaman belajar positif, di mana siswa merasakan PBL mendorong keterampilan berpikir kritis dan kemandirian, sementara itu wordwall meningkatkan motivasi dan membuat proses belajar lebih interaktif serta menyenangkan melalui media wordwall.

Penelitian ini menyimpulkan bahwa kombinasi PBL dengan media wordwall merupakan strategi pembelajaran yang efektif untuk meningkatkan pemahaman membaca siswa dan menunjukkan persepsi positif siswa dalam menggunakan strategi ini dalam konteks pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Studi ini menawarkan wawasan praktis bagi Pendidik yang mencari pendekatan inovatif dalam pengajaran bahasa dan menyoroti pentingnya integrasi teknologi dalam metode pembelajaran aktif.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful, the Lord of all worlds. By His grace and guidance, the researcher has been able to complete this thesis as requirement to achieve a Bachelor's Degree in the English Education Department at the University of Muhammadiyah Gresik. The writer also sends blessings and praise to our beloved Prophet Muhammad SAW, whose teachings and example continue to inspire and guide us.

As this thesis marks the fulfilment of the requirements for a Bachelor's degree, the writer would like to humbly express her heartfelt gratitude and appreciation, as follow:

1. Allah SWT who has given the great grace, guidance, and the chances for writer to finish the thesis.
2. My beloved Mom and My Father who has been my pillar of strength and dedicate their life to loving me. Your love and support inspire me everyday.
3. My dearest sister. Who has always been my source of encouragement and joy. Your support and love motivate me every single day.
4. My little nephew. Who always makes me smile when I'm tired from working on my thesis. Thank you for your cheerfulness.
5. My first and second advisors; Prof. Dr. Khoirul Anwar, M.Pd and Mr. Ribeh Najib Muhammad, M.Pd. For their guidance, suggestions and finishing this thesis.
6. My wonderful friends English Education Department 2022, who have always been there to support and uplift me. Your kindness, encouragement, and companionship mean the world to me and inspire me every day.

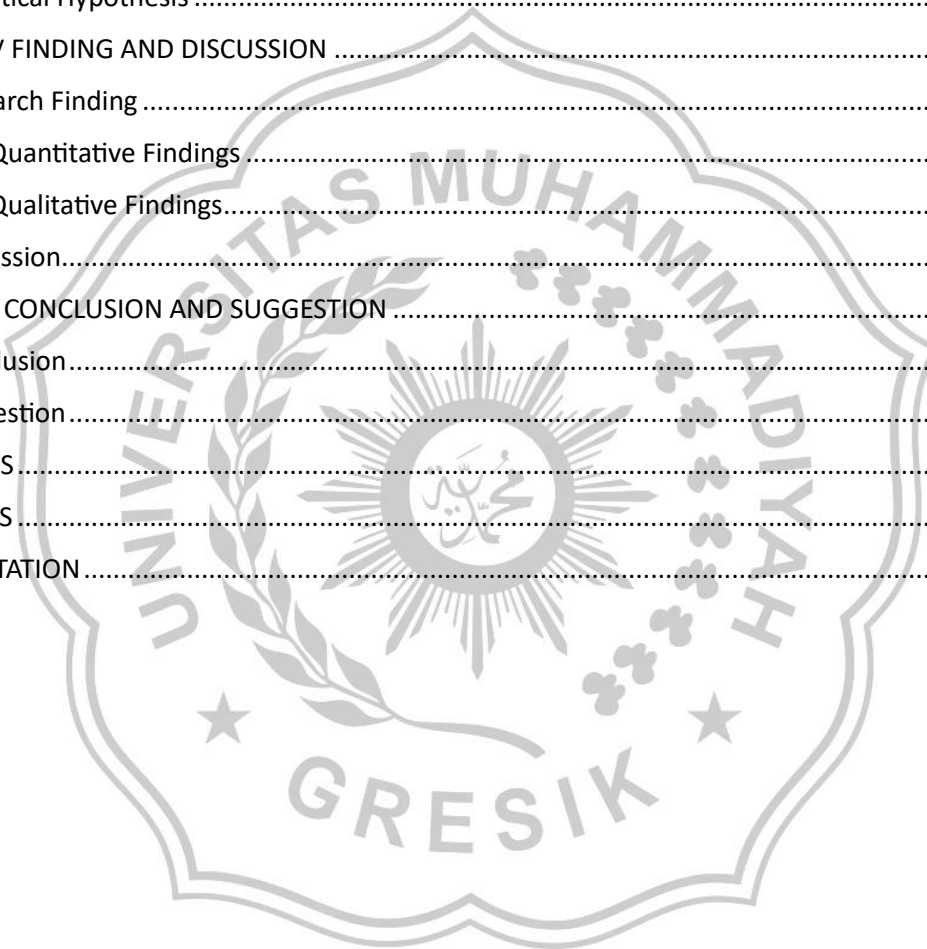
Finally, the writer can finish this thesis, may Allah replay all of their kindness.

The Writer

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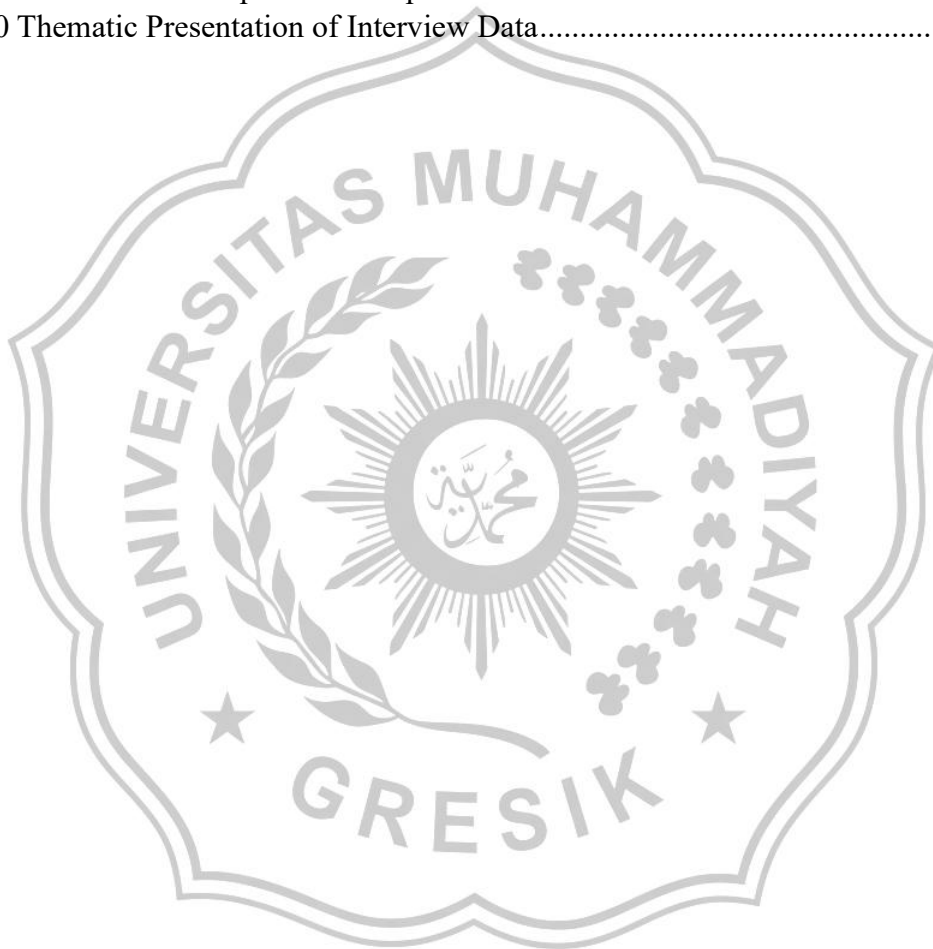
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