



Improving Students' Comprehension of Announcement Text Through Wayground in Communicative Language Teaching

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Abstract : The purpose of this study was to investigate whether students' reading comprehension could be improved the use of Wayground as a learning medium. This research applied a pretest–posttest control group design involving two classes of 12th-grade students. The control class consisted of 31 students (9 male and 22 female) who were taught using conventional methods without Wayground. Meanwhile, the experimental class consisted of 32 students (10 male and 22 female) who were taught using Wayground with an announcement text reader. To measure reading comprehension, all students were given a 40-point multiple-choice test. The assessment focused on five reading components: identifying main ideas, understanding specific information, inferring vocabulary in context, recognizing text structures, and drawing conclusions. The analysis revealed a significant improvement in the experimental class after the use of Wayground. The average score increased from the pre-test to the post-test, showing a notable gain. Students demonstrated better ability in identifying key ideas, finding detailed information, inferring meaning, understanding vocabulary, and determining the purpose of texts. Overall, the findings indicate that Wayground had a positive effect on students' reading comprehension. The results suggest that integrating digital tools into communicative language teaching can enhance engagement, motivation, and reading achievement.

Keywords: : Functional Text, Wayground, Reading Comprehension, Reading Components, Teaching Media.

1. INTRODUCTION

Teaching English in Indonesia has become an integral part of the national education curriculum, as English proficiency is considered essential for students' academic achievement and future career prospects. English is increasingly necessary for accessing global information, keeping up with technological advancements, and engaging in international communication. Despite this growing emphasis, many Indonesian students continue to face challenges, particularly in reading comprehension. A significant difficulty lies in understanding announcement texts, which are commonly encountered in educational, business, and media contexts. These texts are often complex due to their formal vocabulary, detailed content, and rigid structure, making them particularly challenging for students to interpret. The core issue is that students frequently struggle to grasp the meaning of announcement texts, which hampers their ability to extract relevant information and understand the overall message. Traditional teaching approaches often fail to meet the specific needs of students when it comes to enhancing reading comprehension, especially with more structured and formal text types.

In response to this issue, the present study aims to examine whether Wayground, an interactive online platform, can serve as an effective tool to address these challenges. Quiziz offers dynamic learning opportunities through quizzes, instant feedback, and repeated practice—features that may help students improve their reading comprehension skills. This study specifically focuses on whether the platform can enhance students' understanding of announcement texts by developing skills such as identifying main ideas, locating specific information, interpreting vocabulary in context, recognizing textual structure, and making inferences.

The theoretical basis for this study is rooted in the principles of Communicative Language Teaching (CLT), which highlights the value of interactive, student-centered learning environments where learners actively use the language in meaningful contexts. CLT promotes the use of authentic materials and practical language tasks that reflect real-life communication, such as engaging with announcement texts found in everyday situations. Rather than focusing solely on grammatical accuracy, CLT emphasizes the functional use of language and the development of communicative competence, allowing learners to negotiate meaning and engage with texts to achieve real-world purposes.

In the context of reading comprehension, CLT supports the development of skills beyond word recognition, encouraging students to interpret meaning, analyze textual structures, and extract relevant information as part of authentic communication. Reading announcement texts within the CLT framework enables learners to view these texts not just as language exercises but as tools for real-life understanding and interaction, aligning to make reading purposeful and engaging.

Integrating digital tools like Wayground aligns well with CLT principles, as it enables students to actively engage with the reading process through interactive quizzes that simulate communicative tasks. The platform's instant feedback and gamified environment can foster motivation while allowing learners to repeatedly practice comprehension in authentic contexts, consistent with CLT's emphasis on meaningful, contextualized learning. By transforming reading exercises into interactive tasks, Quiziz operationalizes the CLT approach in a digital learning environment, providing students with opportunities to practice interpreting authentic announcement texts while receiving immediate feedback that supports their learning process.

Moreover, this framework is supported by reading comprehension theories that emphasize five key components: identifying the main idea, locating specific details, understanding vocabulary in context, recognizing text structure, and making inferences or drawing conclusions. These elements are fundamental to reading comprehension and serve as focal points for the current study, aligning with CLT's emphasis on comprehension as a communicative act rather than mere decoding.

A review of existing literature reveals a growing interest in the use of digital tools for language learning. Numerous studies have demonstrated that interactive platforms such as Wayground can enhance student engagement and improve reading proficiency. For instance, research by Kim and Kim (2019) indicated that digital quizzes significantly improved students' comprehension skills. Likewise, studies by Salaberry (2020), Lee (2017), and Rahmawati & Puspitasari (2021) support the idea that digital learning tools reinforce reading abilities by providing immediate feedback and fostering interactive learning. In the context of announcement texts, previous studies have noted that these texts pose unique challenges due to their formal and structured nature (Susanto, 2017; Nurhayati, 2018). Furthermore, recent research conducted by Wijaya (2020), Alim & Fiktriani (2022), and Pratama (2021) emphasizes the positive role of educational technology in enhancing language comprehension, especially through platforms that offer interactive learning experiences. Tools like Quiz.com have also been associated with improvements in student motivation and academic performance (Andini & Arifin, 2020; Lestari, 2019; Hidayat & Yuliana, 2020). Several studies also highlight the effectiveness of gamified learning environments in boosting student engagement and cognitive outcomes (Fatimah et al., 2021; Munir, 2022; Astuti & Handayani, 2023).

Despite these encouraging findings, there remains a lack of focused research specifically investigating the role of Wayground in improving the reading comprehension of announcement texts within the CLT framework. Most existing studies have addressed broader reading comprehension or concentrated on vocabulary and grammar development. Therefore, this study aims to fill that gap by exploring how Wayground, integrated within the principles of Communicative Language Teaching, can specifically enhance students' understanding of announcement texts. By doing so, it seeks to offer targeted insights into the platform's effectiveness for this particular text genre while demonstrating how digital tools can align with communicative, student-centered language learning.

The significance of this study lies in its potential contribution to English language education in Indonesia. As digital technologies become increasingly integrated into classroom practices, the findings of this research may offer practical recommendations for educators seeking innovative strategies to improve reading comprehension. Demonstrating how Wayground, as a CLT-aligned tool, can support students in understanding announcement texts may encourage the broader adoption of digital tools in English instruction, thereby supporting the larger goal of improving English proficiency across the country. Additionally, the study may offer guidance on how educational platforms can be optimized to meet the specific reading challenges faced by Indonesian learners, reinforcing the integration of technology with communicative and authentic language learning practices in Indonesian classrooms.

This research aims to address the following inquiries related to the application of Wayground in enhancing students' understanding of announcement texts. It seeks **to investigate how significantly using Wayground enhances students' skills in recognizing main ideas in announcement texts**. It also examines **the effectiveness of Wayground in improving students' comprehension of particular details, contextual vocabulary, text organization, and inference skills in relation to these texts**. Ultimately, this research investigates the overall effect of utilizing Wayground on students' reading comprehension abilities while interacting with announcement texts, offering insights into the capacity of this platform to tackle the distinct difficulties learners encounter in grasping structured and formal English texts.

2. METHOD

This study adopts a quantitative research approach using a quasi-experimental design involving two groups: one experimental class and one control class, without random assignment. The primary objective is to examine the impact of Wayground on students' reading comprehension by comparing their performance on pre-tests and post-tests. The research focuses on enhancing students' comprehension of announcement texts through the integration of Wayground within the Communicative Language Teaching (CLT) framework. The study specifically targets students' mastery of the five essential reading skills: identifying the main idea, locating specific information, understanding vocabulary in context, recognizing text structure, and drawing conclusions. During the treatment phase, the experimental class participated in several learning sessions where Wayground was used as an interactive tool to facilitate understanding of announcement texts. The platform enabled students to engage in

repetitive practice, receive instant feedback, and actively participate in reading activities, which is believed to enhance learning outcomes (Rahmawati & Puspitasari, 2021).

This research engaged two classes of 12th-grade students at one of the senior high schools in Bandarlampung, Indonesia. These two classes have a control class that consists of 31 students, comprising 9 male and 22 female students, and an experimental class that consists of 32 students, comprising 10 male and 22 female students. The experimental class received treatment using Wayground as the primary learning medium, while the control class was taught using conventional methods.

Furthermore, this research employed a 40-item multiple-choice reading comprehension test focusing on announcement texts. The test was administered twice: once before the treatment (pre-test) to evaluate students' initial comprehension and once after the treatment (post-test) to measure improvements. Both the pre-test and post-test contained identical questions to ensure consistency. The test has 40 questions determined through a pilot test and item analysis to meet the criteria of validity and reliability. This number is considered sufficient to comprehensively measure all targeted reading components while maintaining accuracy and consistency in the assessment.

Through the instrument, data were collected by administering a reading comprehension test twice: a pre-test and a post-test. The pre-test was given before the treatments to measure students' initial comprehension, while the post-test was conducted after the treatments to measure their improvement. Both tests contained identical questions to ensure consistency in measurement.

Analyzing the data, this research employed IBM SPSS Statistics version 25 to process and interpret the quantitative data obtained from the pre-test and post-test scores of both the experimental and control classes. The analysis included descriptive statistics to present the mean, standard deviation, and score distribution, as well as inferential statistics to test the research hypotheses. A paired samples t-test was applied to determine whether there was a significant difference between the pre-test and post-test scores within each class. Additionally, an independent samples t-test was also conducted to compare the improvement between the experimental and control groups. The calculation of effect sizes is also carried out to measure the magnitude of the influence of Wayground on students' reading comprehension of announcement text.

RESULTS AND DISCUSSION

1. Results

The study aimed to assess the effectiveness of Wayground in improving students' reading comprehension of announcement texts. To do so, pre-tests and post-tests were administered to measure the improvement in students' comprehension. This research involved two classes, namely the experimental class, which received treatment using Wayground, and the control class, which learned without Wayground. To examine the improvement within the experimental class, Paired Samples Statistics and Paired Samples Test were used to compare the results of the pre-test and post-test. Furthermore, to determine the difference in outcomes between the experimental and control classes, an Independent Samples Test was conducted. Thus, the findings not only demonstrate the improvement in the experimental class but also prove that the experimental class achieved better results than the control class.

Tabel 1. Paired Samples Statistics for Experimental Class.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pos-test	93.7241	32	7.10618	1.25621
	Pre-test	61.1875	32	4.16156	.73567

The analysis results, as presented in Table 1 (Paired Samples Statistics), indicate that the experimental class experienced a significant improvement after using Wayground in the learning process. The students' average score in the pre-test was only 61.19, but after the treatment with Wayground, the post-test average sharply increased to 93.72. This gain of 32.53 points demonstrates that the use of Wayground made a substantial contribution to enhancing students' ability to comprehend announcement texts. Therefore, it can be concluded that Wayground is an effective learning medium for strengthening students' reading comprehension, particularly in understanding announcement texts.

Tabel 2. Paired Samples Test for Experimental Class.

Paired Samples Test							
	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Pair 1	Pos-test – Pre-test	32.53656	7.08941	1.25324	29.98056	35.09257	25.962	31	.000
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The paired samples test (Table 2) further substantiates the results, with a mean difference of 32.53 between the pre-test and post-test scores. The obtained t-value of 25.962 with $df = 31$ and a p-value of 0.000 ($p < 0.05$) indicates that the improvement in students' reading comprehension was statistically significant. This means that the increase in students' post-test scores can be confidently attributed to the use of Wayground, rather than chance.

The analysis of individual student scores also reveals a clear shift in performance. While the pre-test scores were relatively low and widely distributed, the post-test scores showed a marked concentration at higher levels. This indicates that the majority of students experienced a substantial improvement in their reading comprehension skills after learning with Wayground.

For example:

- 1) A considerable number of students scored around the lower range in the pre-test, whereas in the post-test, most students scored above 80%.
- 2) The highest pre-test score was considerably lower than the highest post-test score, which reached 95%.

These findings demonstrate the broad effectiveness of Wayground in enhancing students' reading comprehension of announcement texts.

Tabel 3. Paired Samples Statistics for the Control Class.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	82.3771	31	1.45104	.26061
	Pretest	52.6181	31	8.91827	1.60177

The results presented in Table 3 (Paired Samples Statistics for the Control Class) show that the average score increased from 52.62 in the pre-test to 82.38 in the post-test, reflecting an improvement of 29.76 points. The standard deviation decreased from 8.92 to 1.45, indicating that students' scores became more consistent after the learning process. With 31 students participating, these findings can be considered reliable. Although the control class showed improvement through conventional learning methods, the gain was smaller compared

to the experimental class, where Wayground produced a greater increase in students' reading comprehension of announcement texts.

Tabel 4. Paired Sample Test for the Control Class.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	29.75903	8.69185	1.56110	26.57084	32.94723	19.063	30	.000

The results in Table 4 (Paired Samples Test for the Control Class) reveal a mean difference of 29.76 between the pre-test and post-test scores. The obtained t-value of 19.063 with $df = 30$ and a p-value of 0.000 ($p < 0.05$) confirm that the improvement in students' reading comprehension was statistically significant. These findings indicate that the students in the control class also made progress after the learning process using conventional methods. However, the improvement in the control class was still smaller compared to the experimental class, where Wayground generated a greater gain in students' comprehension of announcement texts.

Tabel 5. Independent Samples Test.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results English Learning	Equal variances assumed	49.363	.000	8.714	61	.000	11.34697	1.30214	8.74319	13.95075
	Equal variances not assumed			8.844	33.661	.000	11.34697	1.28296	8.73872	13.95521

The results in Table 5 (Independent Samples Test) indicate a significant difference between the experimental and control classes. Levene's test produced $F = 49.363$ with $\text{Sig.} = 0.000$, suggesting unequal variances, but both assumed and not assumed results confirm the consistency of the findings. The t-test yielded a t-value of 8.714 ($df = 61$, $p = 0.000$), with a mean difference of 11.35 points and a 95% confidence interval ranging from 8.74 to 13.96. These results clearly demonstrate that the experimental class using Wayground achieved

significantly higher scores than the control class, thereby proving Wayground's greater effectiveness in improving students' reading comprehension of announcement texts.

Students' Reading Comprehension Improvement

figure 6. Students Reading Improvement.

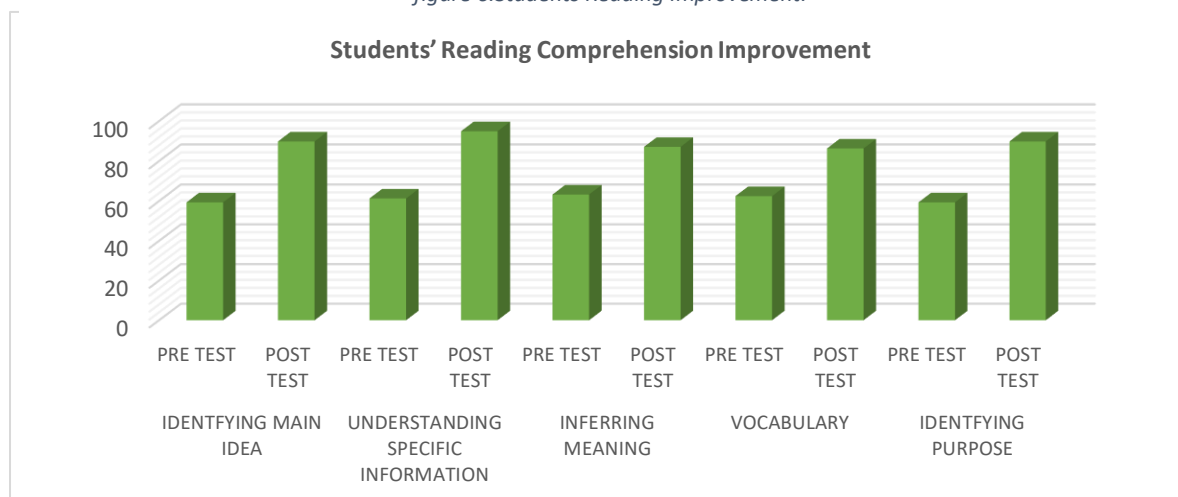


Figure 1 illustrates the comparison between students' pre-test and post-test scores across five aspects of reading comprehension in announcement texts. The data show notable improvement in all aspects after the use of Wayground. In identifying the main idea, students' scores increased from 59.37 to 89.84, showing a stronger ability to capture the core message of a text. For understanding specific information, scores rose from 61.32 to 94.92, reflecting better accuracy in recognizing detailed facts. In inferring meaning, students' performance improved from 63.28 to 87.10, suggesting greater skill in interpreting implied information. Vocabulary scores grew from 62.50 to 86.32, indicating improved understanding of key words and expressions, while identifying purpose increased from 59.37 to 89.84, showing enhanced awareness of the communicative intent behind announcements. These results confirm that Wayground effectively strengthened students' comprehension skills across all components of reading.

2. Discussion

The findings of this study reveal a significant improvement in students' reading comprehension of announcement texts after the implementation of Wayground as a learning tool. Results from the paired samples t-test in the experimental class indicated a statistically significant difference between pre-test and post-test scores, confirming that Wayground positively influenced students' performance.

The average score increase of 32.53 points illustrates a substantial enhancement in

students' ability to identify main ideas, understand details, interpret vocabulary in context, analyze text structure, and make inferences. In contrast, the control class also showed improvement with an average increase of 29.76 points, but the gain was smaller. The independent samples test further confirmed a significant difference between the two groups ($t = 8.714$, $p = 0.000$), with the experimental class achieving higher post-test scores than the control class.

These results are in line with Kim and Kim (2019), who found that interactive digital platforms enhance reading comprehension by engaging learners actively. Furthermore, Lee (2012) also emphasizes the role of immediate feedback—an essential feature of Wayground. Similarly, Kusuma and Pratiwi (2021) highlighted the effectiveness of repetitive practice through digital tools, which also aligns with the findings of this study.

Moreover, the integration of Communicative Language Teaching (CLT) with Wayground reinforced meaningful learning. CLT's focus on student-centered and task-based activities was realized through authentic announcement texts, making the learning process more interactive and context-driven. This supports the findings of Wijayanti and Astuti (2022), who argued that digital platforms help students manage complex texts by highlighting essential elements, thereby strengthening comprehension skills.

Implications for Language Teaching

This research provides valuable insights into how digital platforms such as Wayground can be utilized to enhance students' reading comprehension, particularly in non-fiction texts like announcements. The findings demonstrate that the integration of interactive technology in classroom instruction can effectively overcome students' difficulties in dealing with complex and formal English texts.

The opportunity for repeated practice and immediate feedback offered by Wayground plays a crucial role in promoting long-term retention and skill improvement. Therefore, educators are encouraged to adopt digital platforms in their teaching, not only to strengthen learning outcomes but also to increase student motivation and engagement.

In light of these positive results, it is recommended that schools and educational institutions incorporate digital learning platforms such as Wayground into the English curriculum. Such integration can better equip students with familiarity in understanding formal structures and

advanced vocabulary, both of which are essential for academic success and future professional demands.

3. CONCLUSION AND SUGGESTION

Conclusion

Based on the results of this study, it can be concluded that the use of Wayground as a digital learning platform significantly improved students' reading comprehension of announcement texts. The data analysis revealed a substantial increase in students' post-test scores compared to their pre-test results, with the mean score rising from 61.19 to 93.72 in the experimental class. This improvement was evident across all key components of reading comprehension, including identifying main ideas, locating specific information, understanding vocabulary in context, inferring meaning, and recognizing the purpose of the text.

The findings confirm that the integration of Wayground within the Communicative Language Teaching (CLT) approach provides a more interactive, engaging, and effective learning experience for students. Moreover, the immediate feedback and repetitive practice offered by the platform contributed to better retention and understanding of the material. Therefore, the implementation of digital tools like Wayground not only enhances students' cognitive engagement but also supports the development of essential reading skills.

This study highlights the potential of technology-assisted learning as a valuable strategy for improving students' language proficiency, particularly in reading complex functional texts such as announcements. However, it should be noted that this study was limited to one school and two classes; thus, future studies are needed to include a broader population and diverse learning contexts to generalize the findings more accurately.

Suggestion

In light of these findings, it is recommended that English teachers integrate digital learning platforms such as Wayground into their classroom practices. This approach can make reading activities more interactive and meaningful, especially when teaching functional texts. Schools and curriculum developers are also encouraged to provide training and technological support to help teachers effectively utilize such digital tools in instruction.

For further research, future studies may explore the use of Wayground in improving other language skills such as writing, listening, or speaking, or investigate its impact across different educational levels. Additionally, researchers could employ qualitative methods such as interviews or observations to gain deeper insights into students' perceptions and learning experiences while using Wayground in the language classroom.

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