

AN UNDERGRADUATE THESIS

THE INFLUENCE OF DIGITAL READING MEDIA

ON THE STUDENTS' READING COMPREHENSION

AT SMAN 1 ANAK RATU AJI, CENTRAL LAMPUNG

By:

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STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H / 2025 M

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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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**THE INFLUENCE OF DIGITAL READING MEDIA
ON THE STUDENTS' READING COMPREHENSION
AT SMAN 1 ANAK RATU AJI, CENTRAL LAMPUNG**

ABSTRACT

By:

CYNDI CHARISMA RAMADANI

Reading comprehension has been widely recognized as a persistent challenge for senior high school students, especially as digital reading habits have increasingly replaced traditional print-based literacy. Students at SMAN 1 Anak Ratu Aji have difficulty understanding English texts, including limited vocabulary, low reading motivation, and teaching methods that remain largely conventional and teacher centered. This issue has raised concerns about the suitability of conventional classroom resources in meeting current learning needs. Therefore, this study investigates the influence of using digital reading media to support students' comprehension of descriptive texts. The purpose of this research is to determine whether digital reading media can influence students' reading comprehension performance.

This study employed a one-group pre-test and post-test design as part of a quantitative research approach. The sample consisted of 35 tenth-grade students at SMAN 1 Anak Ratu Aji, chosen using purposive sampling. A 20-item multiple-choice reading test was administered before and after the treatment to measure changes in students' reading comprehension. The treatment was carried out using adapted descriptive texts sourced from VOA (Voice of America) Learning English. The collected data were analyzed using a paired samples t-test through SPSS version 27.

The results show a substantial increase in students' reading performance after the treatment. The mean score improves by 26.286 points, and the significance value of 0.000 indicates a meaningful difference between the pre-test and post-test results. These findings confirm that digital reading media contributes effectively to enhancing students' ability to understand descriptive texts. Therefore, the study concludes that digital reading media supports students' reading comprehension and serves as a relevant instructional tool in modern language learning contexts.

Keywords: Descriptive Text, Digital Reading Media, Reading Comprehension.

**PENGARUH MEDIA BACAAN DIGITAL
TERHADAP PEMAHAMAN BACAAN SISWA
DI SMA NEGERI 1 ANAK RATU AJI, LAMPUNG TENGAH**

ABSTRAK

By:

CYNDI CHARISMA RAMADANI

Pemahaman bacaan telah diakui secara luas sebagai tantangan yang terus menerus bagi siswa SMA, terutama seiring dengan semakin banyaknya kebiasaan membaca digital yang menggantikan literasi berbasis cetak tradisional. Siswa di SMAN 1 Anak Ratu Aji mengalami kesulitan dalam memahami teks Bahasa Inggris, termasuk keterbatasan kosa kata, motivasi membaca yang rendah, dan metode pengajaran yang masih konvensional dan berpusat pada guru. Masalah ini menimbulkan kekhawatiran tentang kesesuaian sumber daya kelas konvensional dalam memenuhi kebutuhan belajar saat ini. Oleh karena itu, penelitian ini menyelidiki pengaruh penggunaan media membaca digital dalam mendukung pemahaman siswa terhadap teks deskriptif. Tujuan penelitian ini adalah untuk menentukan apakah media membaca digital mempengaruhi kinerja pemahaman membaca siswa.

Penelitian ini menggunakan desain satu kelompok pre-test dan post-test sebagai bagian dari pendekatan penelitian kuantitatif. Sampel terdiri dari 35 siswa kelas X di SMAN 1 Anak Ratu Aji, yang dipilih menggunakan sampling purposif. Ujian membaca pilihan ganda berisikan 20 soal diberikan sebelum dan setelah perlakuan untuk mengukur perubahan dalam pemahaman membaca siswa. Perlakuan dilakukan menggunakan teks deskriptif yang diadaptasi dari VOA (Voice of America) Learning English. Data yang dikumpulkan dianalisis menggunakan uji t sampel berpasangan melalui SPSS versi 27.

Hasil menunjukkan peningkatan yang signifikan dalam kinerja membaca siswa setelah perlakuan. Skor rata-rata meningkat sebesar 26,286 poin, dan nilai signifikansi 0,000 menunjukkan perbedaan yang bermakna antara hasil pre-test dan post-test. Temuan ini membuktikan bahwa media membaca digital berkontribusi secara efektif dalam meningkatkan kemampuan siswa memahami teks deskriptif. Oleh karena itu, studi ini menyimpulkan bahwa media membaca digital mendukung pemahaman membaca siswa dan berfungsi sebagai alat bantu pembelajaran yang relevan dalam konteks pembelajaran bahasa modern.

Kata Kunci: Media Membaca Digital, Pemahaman Membaca, Teks Deskriptif.

MOTTO

QS. An-Nisā' (4): 28

وَأَخْلَقَ الْإِنْسَانَ ضَعِيفًا

“Humans are created in a state of weakness”

*“Mungkin kita tidak bisa mengubah masalah,
tetapi kita punya kekuatan untuk merubah masa depan.”*

~Eren Yeager.

DEDICATION PAGE

I heartfully dedicate this graduate thesis to:

1. To my father, Sugeng Harnomo, your patience is often unspoken but always felt. Thank you for your steadfastness, which has been my foundation for standing strong. Every step I take today is a prayer that you have silently offered up all this time.
2. To my mother, Wasini, your love is the most peaceful home for my heart. Thank you for your unwavering belief in me, even when I doubted my own abilities. Your gentleness and determination are the reasons I have come this far.
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Metro, December 9, 2025

The Writer



Cyndi Charisma R.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading habits have changed dramatically in the digital age, shifting from print-based sources to digital media. The basic sources of information that once predominated books, magazines, and newspapers are now readily accessible in electronic formats. Due to the rapid advancement of information and communication technology, particularly the internet and mobile devices, readers may access texts anytime and anywhere. This transformation not only affects how people read, but also influences their ways of thinking, learning preferences, and interactions with information in the twenty-first century.¹ In the field of education, this shift demands greater adaptation, as both teachers and students are required to adjust so that learning remains relevant to the needs of the modern era.

One of the main advantages of digital reading media lies in their flexibility and efficiency compared to printed materials. Digital texts can be presented in a more concise format, are portable and often enriched with multimedia elements such as images, audio, and video, making the learning process more interactive and engaging. This interactivity increases students' motivation to read, as they feel more involved in the material presented. In addition, the wide variety of digital texts, which are frequently updated, provides access to information that is relevant and up-to-date instead of more relevant to current conditions. Previous studies have

¹ Shuhua Liu, *Digital Reading Culture from the Perspective of Media Technology*," International Journal of Frontiers in Sociology 3, no. 6 (2021). p.94-99.

demonstrated that digital platforms such as ReadWorks can significantly improve students' reading comprehension compared to traditional print-based methods.² These findings highlight that digital media not only simplifies access to reading materials but also functions as an effective tool for enhancing literacy skills in formal education settings.

To represent the concept of digital reading media in this study, VOA (Voice of America) Learning English was chosen as the platform used during the treatment. Although digital reading media includes various online reading sources, VOA Learning English serves as an appropriate operational form because it provides simplified authentic texts, audio-supported reading, and updated material that is appropriate for the proficiency level of high school students. Therefore, this platform serves as the specific digital reading media applied in this study.

VOA Learning English is a digital platform specifically designed for beginner to intermediate English learners. It provides authentic yet simplified materials, such as news articles, features on global issues, and audio transcripts accompanied by native speaker recordings. With its diverse and regularly updated content, VOA Learning English not only improves students' reading comprehension but also helps them expand vocabulary and develop listening skills simultaneously. Previous studies have shown that using this platform enhances learners' motivation and comprehension, as the topics are relevant to daily life and

² N. L. Fitriani, "ELT-Lectura: Studies and Perspectives in English Language Exploring the Effectiveness of Digital Reading Platforms in Developing Reading Comprehension Skills" *ELT-Lectura* 11, no. 2 (2024). p.156-164.

presented in a learner friendly manner.³ As a result, VOA Learning English can be considered an effective alternative to overcome the limitations of conventional learning media in English language education.

In the Indonesian educational context, particularly in English language learning at the Senior High School level, reading comprehension plays a vital role. However, in practice, many students continue to face difficulties in understanding English texts. Several factors contribute to this problem, including limited vocabulary, low reading motivation, and teaching methods that remain largely conventional and teacher centered. Such conditions often lead students to adopt a passive learning attitude, lack active engagement, and consequently fail to achieve satisfactory comprehension outcomes. Meanwhile, the current curriculum places reading skills as one of the primary focuses of English instruction. The gap between curriculum objectives and the students' actual performance highlights the urgent need for innovative media and more effective learning strategies that are both relevant and responsive to students' needs.

An initial survey conducted on August 6, 2025, this survey did not involve new questions for students; rather, it consisted of collecting and analyzing students' previous English reading scores from teacher archives to identify their initial level of comprehension. Based on the English teacher's records, the average reading comprehension score of students at SMAN 1 Anak Ratu Aji was 74.5. Although the

³ A Hayati, MS Hadi, and L Izzah, "Online Based Innovative Education (VOA Learning English) to Build English Students' Listening Skills," *Jurnal.Umpwr.Ac.Id* 44, no. 1 (2022). p.45-53.

difference was relatively small, this score was still below the Criteria of Learning Objective Achievement (KKTP) set by the school, which was 75.

This result suggests that the students' reading comprehension skills remain suboptimal and need improvement. Considering this situation, SMAN 1 Anak Ratu Aji was chosen as the research site because it represents real challenges related to the focus of this study, namely students' reading comprehension that still requires enhancement to meet the expected standards. Accordingly, this research, entitled "The Influence of Digital Reading Media on the Students Reading Comprehension at SMAN 1 Anak Ratu Aji", is expected to provide practical contributions by improving students' learning outcomes through the integration of digital media. Theoretically, it is also anticipated to enrich academic discourse on the effectiveness of digital media in supporting English language learning, particularly within the context of secondary education in Indonesia.

B. Problem Identification

Based on the background explanation, the problems in this study can be identified as follows:

1. Initial survey results at SMAN 1 Anak Ratu Aji reveal that the average reading comprehension score of the tenth grade students is relatively low (74.5), as it has not yet met the Criteria of Learning Objective Achievement (KKTP) set by the school, which was 75.
2. This situation highlights the need for innovative solutions through the use of relevant digital media to improve students' reading skills in line with curriculum requirements.

C. Problem Limitation

Based on the identification of the problems above, this study is limited to examining the influence of digital reading media on students' reading comprehension. The digital reading media used in this research is VOA Learning English. This study involves only tenth grade students at SMAN 1 Anak Ratu Aji, Central Lampung, during the 2025/2026 academic year. The research focuses exclusively on reading comprehension as the measured skill.

D. Problem Formulation

Based on the identification of the problem mentioned above, the research question is "Is there a significant influence of using VOA Learning English as digital reading media on the reading comprehension of the tenth grade students at SMAN 1 Anak Ratu Aji?"

E. The Objective of The Study

In light of the research background, the purpose of this study is to investigate the influence of the reading comprehension level of tenth grade students at SMAN 1 Anak Ratu Aji before and after using VOA Learning English as a digital media.

F. Prior Research

The first study entitled "The Influence of Digital Texts on Eighth Graders' Reading Comprehension" was conducted by Arisca et al. 2025 at SMP Negeri 20 Palu with grade VIII students. Using a quasi-experimental design, one class was taught using digital texts while another class used conventional printed materials. The results showed that the experimental group achieved a higher mean score

(81.77) compared to the control group (70.35). This indicates that digital texts significantly influenced students' reading comprehension.⁴ Arisca et al. found that the use of digital texts significantly improved students' reading comprehension. The similarity between their study and the present research lies in the use of digital-based learning resources to support reading comprehension. However, their study examined digital texts in general and did not focus on a specific platform such as VOA Learning English.

The second relevant study entitled "The Correlation between Digital Literacy and Students' Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi" was conducted by Agustiani 2022 at SMA Negeri 1 Jambi with 32 students, using a descriptive correlational design. The study investigated the relationship between students' digital literacy and their English reading comprehension. The findings revealed a significant correlation ($p = 0.04$), indicating that students with higher digital literacy levels tended to demonstrate better reading comprehension.⁵ Agustiani investigated the correlation between digital learning resources and students' reading comprehension at the senior high school level and reported a positive relationship. While both studies focus on reading comprehension, Agustiani's research employed a correlational design and did not involve the application of a specific digital reading medium such as VOA Learning English.

⁴ Risa Wahyu Arisca et al., "The Influence of Digital Texts on Eighth Graders' Reading Comprehension," *Acuity: Journal of English Language Pedagogy, Literature, and Culture*. 10, no. 3 (2025). p.237–246.

⁵ Putri Adinda Agustiani, "The Correlation between Digital Literacy and Students Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi," *JELT: Journal of English Language Teaching* 6, no. 1 (2022). p.14-22.

The third study entitled “Voice of America in the Classroom: Assessing Its Educational Value for Listening Comprehension in High School English Classes” carried out by Ayuaneka & Sujarwati 2025, examined the effectiveness of using VOA videos in teaching listening skills to Senior High School students. Employing a mixed method design, the study measured students’ listening skills and motivation before and after the use of VOA materials. The results indicated that VOA materials enhanced students’ motivation, but their effect on listening comprehension was weak and statistically insignificant ($r = 0.108$; $p = 0.651$).⁶ A previous study utilized VOA Learning English as a learning medium. The similarity with the present research lies in the use of VOA Learning English; however, the study focused on listening comprehension, whereas the present research focuses on reading comprehension.

Based on the previous studies, digital-based learning media have been shown to positively influence students’ English learning outcomes. However, most prior research examined digital media in general, employed correlational designs, or focused on English skills other than reading comprehension. Therefore, there is still limited research that specifically investigates the influence of VOA Learning English on reading comprehension among Indonesian senior high school students. This study aims to address this gap by examining the effect of VOA Learning English on the reading comprehension of tenth grade students at SMAN 1 Anak Ratu Aji.

⁶ Debi Ayuaneka and Iis Sujarwati, “Voice of America in the Classroom: Assessing Its Educational Value for Listening Comprehension in High School English Classes,” Indonesian Journal of English Language Studies (IJELS) 11, no. 1 (2025). p.44-55.

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Understanding cohesion in a text helps readers grasp the connections between sentences so that information can be understood in its entirety. Research by Septiyana et al. shows a positive and significant relationship between cohesion understanding and reading ability. These findings indicate that recognizing the relationships between ideas in a text supports the overall process of building meaning while reading, forming the foundation for a broader understanding of how readers make sense of written information.⁷ Reading comprehension is a complex cognitive process in which readers not only understand written symbols but also construct meaning through the interaction between their linguistic knowledge, prior experiences, and the text. To achieve this skill, one must combine various elements of language, such as grammar and vocabulary, as well as critical thinking skills to understand both the literal and inferential messages in the text and assess the quality of the information presented. Reading comprehension is very important in foreign language learning, especially English, as it is the main means for students to acquire new knowledge and strengthen their overall language skills.⁸ According to recent

⁷ Linda Septiyana et al., “*The Correlation Between Efl Learners ’ Cohesion And*” 2, no. 2 (2021): p.68.

⁸ Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, “*The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension,*” *English Language Teaching* 6, no. 10 (2013). p.235-244.

research, reading comprehension is an important integrative and multidimensional skill for language mastery. Students' linguistic skills, their reading strategies, and their ability to relate texts to a broader context are all factors that influence their success in understanding texts.

2. Linguistic Levels of Reading

There are several linguistic levels that can be used to analyze reading comprehension:

a. Word Level

At this level, comprehension focuses on recognizing each word. Because better reading comprehension depends on vocabulary understanding, understanding the meaning of words is very important.

b. Phrase Level

Reading at the phrase level requires students to interpret the meaning of a group of words that function together, such as “environmental issues.” At this stage, collocation and semantic grouping are essential for obtaining the correct meaning.⁹

c. Sentence Level

At this level, comprehension means thoroughly understanding the meaning of a sentence through grammatical and syntactic analysis. To construct the meaning of a sentence, readers must be able to understand how the elements of the sentence relate to each other.

⁹ M F Patel and Praveen M Jain, *English Language Teaching: Methods, Tools & Techniques* Jaipur, India: Sunrise Publishers & Distributors, (2008). p.113.

d. Discourse Level

Readers reach their highest level of reading at the discourse level, where they connect sentences and paragraphs so that they can understand the text as a whole. Effective readers combine ideas across paragraphs to gain a broad understanding.¹⁰

3. Levels of Reading Comprehension

Reading comprehension consists of various levels of understanding that indicate how deeply readers interact with the text. These levels of understanding show the extent to which students are able to understand, interpret, and evaluate the information they read. In general, there are four main levels commonly used in literary studies, namely literal comprehension, inferential comprehension, critical comprehension, and evaluative comprehension.

a. Literal Comprehension

Literal comprehension is the ability to understand information that is explicitly stated in a text. At this level, students are asked to understand basic concepts, facts, important details, the sequence of events, and the relationships between concepts that are directly available in the text. For example, students should be able to identify the main characters, the conflicts that arise, and how the story unfolds. Students can read short articles about world events in the digital version of VOA Learning English and are asked to

¹⁰ James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, (2007). p.306-307.

answer factual questions, such as “Who was involved?” or “What happened?” This activity helps them build a solid foundation of literal comprehension.¹¹

b. Inferential Comprehension

The ability to draw conclusions from information that is not directly stated in the text is called inferential comprehension. Readers understand implicit meaning by using prior knowledge, context, and linguistic references. For example, when students read an article about environmental issues on VOA Learning English, they must be able to draw conclusions about the causes and effects of the events discussed or infer the author's opinion on the issue. Activities like this improve the ability to interpret the information behind the text.¹²

c. Critical Comprehension

The ability of readers to examine and evaluate texts critically is called critical comprehension. At this stage, students not only understand the content of the reading but also evaluate the accuracy of the information, the quality of the arguments, and the validity of the sources. With VOA Learning English, students can be asked to assess the consistency of the data or bias in the presentation by comparing the content of the news with other reading sources, such as articles from local media. They develop critical awareness through this process and strengthen their reflective academic attitude.

¹¹ Nur Hasanah Safei and Fitri Rini Ekasari, “Positive Contribution of Extensive Reading to EFL Students’ Learning,” IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature 10, no. 2 (2023). p.2-3.

¹² Wioletta Karolak, “Culture-Language-Media Independent Project with Specialization in English Studies and Education The Impact of Vocabulary Instruction on EFL Students’ Reading Comprehension and Vocabulary Growth” (2025). p.14-20.

d. Evaluative Comprehension

One of the highest levels of reading comprehension is called evaluative comprehension, which emphasizes the reader's ability to assess and give opinions and connect the content of the reading with personal values, attitudes, or experiences. Students can be encouraged to think about whether the ideas presented by the author are relevant to their own social context when learning using digital media such as VOA Learning English. For example, when reading a text about the importance of global education, students can evaluate the extent to which these ideas can be applied in the context of their school, so that reading is not only for understanding the text, but also for building new attitudes and perspectives on reality.

4. Indicators of Reading Comprehension

Reading comprehension is a complex process that can be measured through several indicators.¹³ In the context of digital reading support such as VOA Learning English, these indicators are assessed through students' responses to comprehension questions measuring their ability to identify main ideas, understand detailed information, identify the purpose of the text, and make inferences. These indicators are used as the basis for developing the reading comprehension test in this study.¹⁴

¹³ James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, (2007). p.291-292.

¹⁴ N. L. Fitriani, "ELT-Lectura: Studies and Perspectives in English Language Exploring the Effectiveness of Digital Reading Platforms in Developing Reading Comprehension Skills," *ELT-Lectura* 11, no. 2 (2024). p.156-164.

5. Factors Affecting Reading Comprehension

There are four main factors that influence reading comprehension, namely linguistic, cognitive, and affective and socio-cultural dimension, which is increasingly important in the context of digital literacy.¹⁵

a. Linguistic Factors

Vocabulary, grammar, and text structure are linguistic components. For students, decoding information is difficult because they do not have a large vocabulary. Students see this when they read news articles on the internet that use academic or technical terms they do not know. Successful comprehension at various levels of education is greatly influenced by vocabulary knowledge.¹⁶ This shows that vocabulary mastery remains essential for both printed and digital reading media.

b. Cognitive Factors

Cognitive factors are related to working memory, metacognitive strategies, and prior knowledge. If readers can store information in their temporary memory and relate it to their existing knowledge, the reading will be easier to understand. Metacognitive strategies such as monitoring and evaluation help readers navigate complex texts. This is especially important for digital reading media such as VOA Learning English because texts are often accompanied by

¹⁵ James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, (2007). p.142-150.

¹⁶ Yang Dong et al., "Contribution of Vocabulary Knowledge to Reading Comprehension Among Chinese Students: A Meta-Analysis," *Frontiers in Psychology* 11, no. October (2020). p.11.

images, links, and additional data. Knowing metacognitive strategies helps readers understand texts better.¹⁷

c. Affective Factors

Reader motivation, interest, and perspective are also very important. Highly motivated students tend to read more actively and are able to persevere with difficult texts. Easy access to online reading resources often increases their motivation. Extensive digital based reading programs have the ability to increase student engagement and at the same time improve their understanding of the reading material.

d. Socio-Cultural and Environmental Factors

Cultural background, reading experience, and availability of reading materials influence comprehension. This is even more important in the digital world because students need digital literacy to access, interpret, and evaluate information from various online platforms. If students are familiar with the technology, online platforms can be useful tools.

B. The Concept of Teaching Reading Comprehension

1. Definition of Teaching Reading Comprehension

Reading comprehension instruction, also known as reading comprehension, is a pedagogical approach that aims to help students gain meaningful understanding of written texts. Reading is more than just learning graphic symbols. It is a creative endeavor that requires interaction between prior knowledge, linguistic skills, and

¹⁷ Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension," *English Language Teaching* 6, no. 10 (2013). p.235-244.

socio-cultural context. Therefore, reading instruction must develop bottom-up elements, such as vocabulary and sentence structure recognition, as well as top-down elements, such as schema activation, prediction, and inference drawing.¹⁸

Reading comprehension is a complex receptive skill because readers must be able to understand explicit and implicit information, examine the credibility of arguments, and interpret sources. Because students are often exposed to multimodal, internet based authentic texts, reading instruction today requires the application of digital literacy.

2. Goals of Teaching Reading Comprehension

The goal of teaching reading comprehension goes far beyond understanding the literal meaning of a text. The goal of teaching reading is to educate students to become readers who have the ability to think critically, independently, and strategically.¹⁹ The main objective of reading instruction is to improve adequate language proficiency because students will have difficulty understanding the meaning of a text if they lack linguistic skills.²⁰

The objectives of reading education can be described in detail as follows:

a. Developing Language Skills

Students gain a better understanding of reading material through increased vocabulary, grammatical comprehension, and discourse structure.

¹⁸ Elana Shohamy and Kate Menken, “*Language Assessment: Past to Present Misuses and Future Possibilities*,” *The Handbook of Bilingual and Multilingual Education*, (2015). p.185-187.

¹⁹ James A. Lander and H. Douglas Brown, “*Teaching by Principles: An Interactive Approach to Language Pedagogy*,” *Language*, (2007). p.188-192.

²⁰ Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press. p.10

b. Improving Strategic Skills

Teachers teach adaptive reading skills to their students, such as scanning to find specific information and skimming to find main ideas. Furthermore, in this era of information overload, reading education focuses on the ability to identify bias, evaluate arguments, and assess the credibility of texts. According to recent research, students with high digital literacy still need to hone their critical thinking skills.

c. Building Motivation and Reading Habits

Intrinsic motivation is the key to reading success. Motivated students are more likely to develop lasting reading habits, which help them learn throughout their lives.²¹

d. Increasing Self-Efficacy and Learning Independence

An additional goal is to develop confident readers who have the ability to learn independently. Recent studies show that self-efficacy and reading comprehension are positively correlated. Students who are more confident in their abilities have better reading skills.

Therefore, the goal of teaching reading comprehension is not only to improve language proficiency but also to develop strategies, critical thinking skills, motivation, and confidence to become good readers.

²¹ James A. Lander and H. Douglas Brown, “*Teaching by Principles: An Interactive Approach to Language Pedagogy*,” Language, (2007). p.190-192.

3. Stages of Teaching Reading

According to Brown, reading instruction can be divided into three stages: pre-reading, while-reading, and post-reading. In the pre-reading stage, teachers guide students in making plans to set reading goals and predict the content of the text. The while-reading stage, teachers help students process information in the text by identifying main ideas, recognizing important details, and applying strategies such as skimming and scanning. Finally, during the post-reading stage, students summarize, discuss, and reflect on what they have read to enhance their understanding. This integrated framework of three steps ensures that reading instruction not only teaches decoding symbols, but also encourages meaningful interpretation and reflection.

Utilizing this framework, reading instruction processes that correspond to these stages. However, they do not refer to these processes as pre-, while-, and post-reading. They emphasize the importance of setting reading goals that reflect pre-reading values and activate background knowledge.²² They also explain that readers must identify main concepts, extract details, and draw conclusions during reading, as well as engage in reflective and evaluative activities to enhance their understanding, which is done in conjunction with post-reading. Thus, the stages outlined by Brown are consistent with the broader perspective on reading methods offered by Grabe and Stoller.

²² Fredricka. L. Stoller and William Grabe, *Teaching and Reaseaching Reading*, Routledge, (2013). p.10.

C. The Nature of Digital Reading Media

1. Definition of Digital Reading Media

Digital reading media is a type of reading text presentation used on electronic devices, such as computers, tablets, smartphones, or e-book readers. This media allows for online and offline reading of text and has additional features such as hyperlinks, search tools, digital annotations, and multimedia integration. Digital literacy encompasses more than just the technical ability to access text, it also includes readers' understanding of society, culture, and how they interact with information.²³ This shows that the definition of digital reading media must be understood comprehensively because this media not only presents text but also changes the way readers interact with information.

2. Types of Media in Reading

In accordance with learning objectives, media are classified into several types in the Learning Media Book, each with different characteristics and functions. The appropriate use of media in the learning process will increase the effectiveness and meaningfulness of learning.

a. Visual Media

Visual media are media that rely on the sense of sight, useful for strengthening memory, helping to explain abstract concepts, and helping students understand information more concretely. Pictures, photos, graphs, charts, maps, posters, globes, miniatures, and dioramas are examples of

²³ Ikaningrum, R. E., & Sarwanti, S. *Students' Digital Literacy in Online Reading Class: A Critical Reflection on English Language Learners*. *Leksema: Jurnal Bahasa dan Sastra*, 8 (2), (2023). p.34-45.

commonly used visual media. Teachers can increase student engagement in viewing and analyzing content through visual media.

b. Audio Media

Audio media emphasizes the sense of hearing rather than visual media. It is often used to train listening skills, especially in language learning. Examples include radio, tape recorders, MP3 players, audio CDs, and educational podcasts. By using audio media, students can learn to understand verbal messages without visual aids.

c. Audio-Visual Media

Audio-visual media are more engaging and communicative than single media because they combine the power of images and sound. Television, sound films, instructional videos, and animations with audio are some examples of this use. Audio-visual media make learning more vivid because students can see and hear at the same time.

d. Multimedia

Multimedia is a new category that has emerged as a result of advances in information technology. This media, usually in digital format, combines sound, text, images, animation, and video. E-learning applications, interactive PowerPoint presentations, and internet-based learning content are concrete examples of multimedia.²⁴ The presence of media allows teachers to present

²⁴ Hamzah Pagarra, Ahmad Syawaluddin, Wawan Krismanto, dan Sayidiman, *Media Pembelajaran*, Makassar: CV Syakir Media Press, Cet. 1, 2022. p.29-51.

material in a more interactive way that suits the various learning styles of students.

The development of digital technology has encouraged the use of audio-visual media in learning, as it is able to integrate sound, text, images, and video in an integrated manner. This type of media is very suitable for supporting receptive skills, especially reading and listening. One form of digital media that meets these criteria is VOA Learning English. This platform provides audio and video accompanied by transcripts and supporting images, allowing students to learn through more than one sensory channel. The text transcript feature is particularly helpful in strengthening reading skills, as it allows students to understand sentence structure, expand their vocabulary, and connect written information with the audio-visual context. With these characteristics, VOA Learning English is a relevant supporting medium in English language learning, especially for improving reading skills.

3. Characteristics of Digital Reading Media

Digital reading media have features that distinguish them from print media, such as:

- 1) Accessibility and Flexibility, research shows that most students prefer digital reading over print. This preference is related to various factors reported in other studies, such as ease of access and flexibility in using digital devices.²⁵

²⁵ Helen Hargreaves, Sarah Robin, and Elizabeth Caldwell, "Student Perceptions of Reading Digital Texts for University Study," *Journal of Learning Development in Higher Education*, no. 24 (2022). p.6-7.

- 2) Interactivity, digital texts allow for broader interaction, including digital annotations, word searches, hyperlinks, and multimedia (audio/video).
- 3) Content Updates, unlike printed texts that require a reprinting process, information can be updated quickly.
- 4) Portability, digital media is easier to use because it allows for reading without the burden of heavy physical weight.
- 5) Limitations of Sensory Experience, physical experiences such as turning pages or feeling the texture of paper do not affect memory retention, according to some studies.

4. Advantages and Disadvantages of Digital Reading Media

a. Advantages

1. Skimming and scanning methods have been proven to be more effective for digital reading media, which speeds up reading time and improves understanding of specific information. Wide access and space efficiency, digital media allows large amounts of text to be stored on a single device, reducing paper usage.²⁶
2. Motivation and interest in reading, according to research, students are more interested in reading digital texts because they are in line with the habits of the technological age.

²⁶ Lilis Agustin, Endah Tri Wisudaningsih, and Ririn Fatmawati, "Exploring How Skimming and Scanning Fosters EFL Students' Reading Comprehension at an English Club Senior High School in Indonesia," *Tamaddun* 22, no. 1 (2023). p.5.

3. Efficiency of reading methods, Skimming and scanning methods have been proven to be more effective for digital texts, which speeds up reading time and improves understanding of specific information.
4. Up-to-date material, digital texts are easier to update, allowing students to obtain information relevant to current situations.²⁷

b. Disadvantages

1. Eye strain and decreased concentration due to prolonged use of digital screens can cause focus problems, eye strain, and decreased reading comprehension. Digital readers tend to have lower comprehension and information retention scores than print readers. This is due to exposure to screen light and the large amount of information required during the reading process.²⁸
2. Surface Level Reading, The digital environment often encourages fast and superficial reading. Readers can be distracted from their attention by advertisements, links, or notifications. Digital reading patterns tend to focus on quick information retrieval (skimming) rather than analytical understanding. As a result, this hinders the ability to think critically and understand complex meanings.²⁹

²⁷ 4EU+ Project Consortium, “*Guidelines on Publishing Open Access Digital Textbooks*,” (2024). p.5.

²⁸ Delgado, P., Vargas, C., Ackerman, R., & Salmerón, L. “*Don’t Throw Away Your Printed Books: A Meta-Analysis on the Effects of Reading Media on Reading Comprehension*,” *Journal of Educational Psychology*, 110, no. 8 (2018). p.1048.

²⁹ Baron, N. S. *Reading in a digital age*. New York, NY: Oxford University Press (2017). p.56.

3. Dependence on Technology and Digital Literacy, Digital reading skills and access to technological devices are crucial for successful digital reading. Understanding digital texts will be difficult for students with limited access to technology or low digital skills. This situation can lead to differences in learning between students who are familiar with technology and those who are not.³⁰

5. Comparison Between Digital Reading and Printed Reading

A comparison between digital reading media and printed reading materials shows that both have complementary advantages and disadvantages. Digital texts are superior in terms of accessibility because they can be accessed via portable devices anytime and anywhere. Research shows that students consider digital reading more practical and accessible, which supports mobility and flexibility in learning.³¹ Printed texts, on the other hand, have disadvantages because they require physical storage space and cannot be carried in large quantities at once.

Digital texts have interactive features that printed texts do not have, such as hyperlinks, multimedia, and quick search functions. A study shows that the interactive features of e-texts can increase reader engagement and facilitate non-linear navigation. Printed texts, on the other hand, are static and their interaction is limited to manual notes. Digital reading also increases the desire and interest to learn. Digital reading is considered attractive to students and easy to integrate into

³⁰ Stoller and Grabe, *Teaching and Researching Reading*, p.212.

³¹ B H Manalu, "Students' Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesia," *Journal of English Teaching* 5, no. 3 (2019). p.193.

daily activities. As a result, students prefer to use it. In addition, reading techniques such as skimming and scanning are easier to apply to digital text. This can speed up reading time while improving understanding of specific information.³²

However, many studies show that printed texts are better for understanding and retaining information. Students who read printed texts perform better in answering analytical questions, while recent studies show that digital reading can also aid the learning process, especially if the material is in the form of easy to understand text. Visual comfort factors are also often discussed. Reading digital text can cause eye strain if done for too long, but reading printed text is more comfortable for long periods of time because it does not tire the eyes.³³ But, screen technologies such as blue light filters have reduced these negative effects. This makes digital reading easier to use for academic purposes.

As a result, although reading printed text is still important for supporting deeper understanding, digital reading offers many advantages that are more suited to the demands of the modern era, especially in terms of accessibility, interactivity, motivation, efficiency, and relevance. Therefore, reading teaching strategies should optimize the advantages of digital media while maintaining the benefits of reading printed text.

³² Lilis Agustin, Endah Tri Wisudaningsih, and Ririn Fatmawati, "Exploring How Skimming and Scanning Fosters EFL Students' Reading Comprehension at an English Club Senior High School in Indonesia," *Tamaddun* 22, no. 1 (2023). p.5.

³³ B H Manalu, "Students' Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesia," *Journal of English Teaching* 5, no. 3 (2019). p.194.

D. The Role of Digital Media in Language Learning

1. Digital Media and Student Engagement

The use of digital media in language learning plays a major role in increasing student engagement. Through a combination of text, audio, and visuals, digital media makes learning more interactive, attracts students' attention, and encourages them to participate more actively in the learning process.³⁴ Because the learning materials are more varied and relevant to the context of students' daily lives and students feel more engaged when using digital media. This shows that digital media not only serves as a provider of materials but also helps students engage cognitively and affectively.³⁵

2. Digital Media in English Language Teaching

By utilizing digital media in English language teaching, teachers have greater opportunities to deliver authentic materials that are more relevant to the context. Digital media provides access to various learning resources, such as online news articles, educational videos, and language applications.³⁶ Digital media serves as an important tool and infrastructure for language learning. Digital literacy enables teachers and students to use technology to collaborate and explore.³⁷ Thus, digital

³⁴ Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 2 (2019). p.103.

³⁵ Rizky Yolanda, D P Sari, and A Siregar, "Students' Perceptions of the Use of Digital Media in English Language Learning," *JE2L: Journal of English Education and Linguistics* 7, no. 1 (2025). p.5.

³⁶ Ummu Mulkiyah, "Digital Media as English Language Learning Facilities and Infrastructure," *Journal of English Education and Entrepreneurship (JEEP)* 3, no. 2 (2023). p.7.

³⁷ Nuriyatul Hamidah, "Digital Literacy in Efl Teaching," *ELTALL: English Language Teaching, Applied Linguistic and Literature* 2, no. 2 (2021). p.17.

media enriches teaching materials and makes classroom dynamics more student centered.

3. Impact of Digital Media on Students' Motivation and Achievement

Digital media also helps students stay motivated and achieve their language learning goals because the learning process becomes more enjoyable and in line with the habits of the digital generation. The use of digital media makes students more motivated. Furthermore, the use of social media together with digital media increases the motivation of EFL students. Digital media encourages students to learn independently, which in turn improves their academic performance.³⁸

E. Theoretical Framework and Paradigm

1. Theoretical Framework

The theoretical framework explains the relationship between the independent and dependent variables. In this study, the independent variable is digital reading media implemented through VOA Learning English as a treatment, while the dependent variable is reading comprehension. The study is grounded in Multimedia Learning Theory, which suggests that comprehension can be enhanced when information is presented primarily through text supported by multimedia elements.³⁹

In this research, VOA Learning English is used as a digital reading medium in which textual content serves as the main source of information, while audio

³⁸ Corina Mariana Mitulescu, "The Impact of Social Media on EFL Learning and Student Motivation: A Literature Review," *Scientific Bulletin* 29, no. 1 (2024). p.47.

³⁹ Mayer, R. E. *Multimedia Learning (2nd ed.)*. Cambridge University Press, The Academic, Nursing Standard 3, no. 4 (2009): p.12.

functions only as supplementary support to facilitate students' understanding of the text. The learning outcome measured in this study remains limited to students' reading comprehension.

The use of VOA Learning English allows students to access English texts with simpler vocabulary, structured sentences, and an appropriate reading pace for learners. These features are expected to help students read more actively, identify main ideas, and understand both explicit and implicit information in the text.

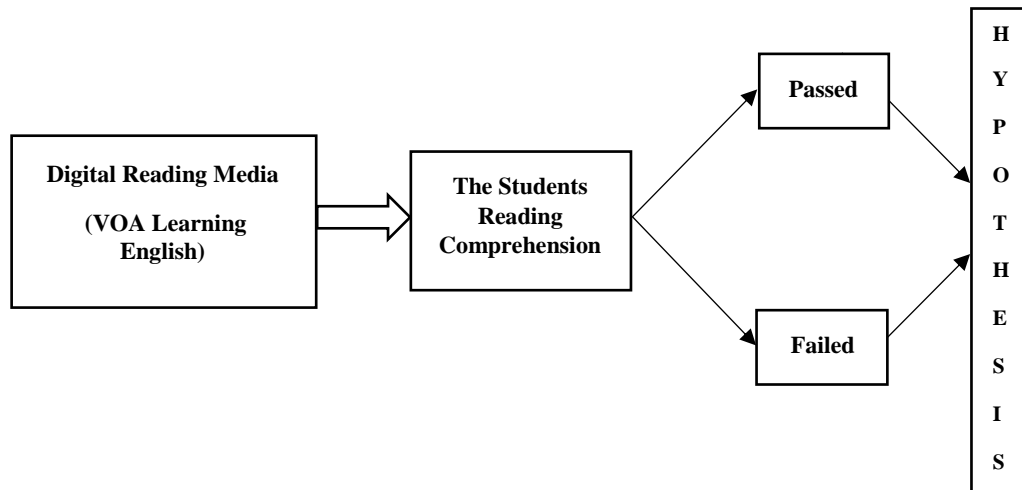
Therefore, based on the theoretical perspective, the use of digital reading media such as VOA Learning English is expected to have a positive influence on students' reading comprehension skills when implemented appropriately and consistently.

2. Paradigm

Researcher used a theoretical framework to emphasize the influence of using digital reading media, particularly VOA Learning English, on students' reading comprehension skills. This research paradigm can be described as follows:

Figure 2. 1

**Paradigm of The Influence of Digital Reading Media on The Students'
Reading Comprehension t SMAN 1 Anak Ratu Aji**



Based on the research paradigm in the figure above, the relationship between the use of digital reading media (VOA Learning English) and students' reading comprehension skills can be assessed through test results. If students' scores meet the passed criteria, then digital reading media are considered effective and have a positive influence on their reading skills. Conversely, if students' scores do not meet the passing criteria failed, then the media has not shown a significant effect. Thus, this paradigm forms the basis for determining whether the use of VOA Learning English truly contributes to improving students' reading comprehension skills.

F. Hypothesis

Based on the theoretical framework and paradigm above, the research hypotheses are formulated as follows:

- 1) Alternative Hypothesis (Ha): There is a significant influence of using the digital reading media on the students' reading comprehension at SMAN 1 Anak Ratu Aji in the academic year of 2025/2026.
- 2) Null Hypothesis (Ho): There is no significant influence of using the digital reading media on the students' reading comprehension at SMAN 1 Anak Ratu Aji in the academic year of 2025/2026.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a quantitative approach and pre-experimental design. The model used is a Pre-test and Post-test design with one group. Quantitative research involves the collection of numerical data to evaluate the correlation between specific hypotheses and measurable variables.⁴⁰ This design is considered appropriate for this study because it allows researchers to measure the effects of digital reading media on students' reading comprehension abilities in a controlled classroom learning context.

Due to the fixed structure of school classes, the researcher could not randomize participants into control and experimental groups. As a result, a pre-experimental design was chosen. Although existing classes must be maintained, pre-experimental designs are commonly used in educational research. However, researchers still want to know the cause and effect relationship through systematic treatment.⁴¹

In this study, the independent variable (X) was digital reading media, while the dependent variable (Y) was students' reading comprehension skills. The treatment was carried out using one form of digital reading media, namely VOA Learning English, which served as a concrete representation of digital reading

⁴⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. Los Angeles: SAGE Publications, Inc. (2009). p.4-5.

⁴¹ *Ibid.* p.155-157.

media to operationalize the independent variable. This platform provides authentic English reading texts that were used during the learning process.

Tabel 3. 1 Research Design

Pre-Experimental Design

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

B. Operational Definition of Variable

1. Independent Variable

Independent variables are factors that are manipulated or introduced by researchers to observe their impact on other variables. In this study, digital reading media implemented through VOA Learning English was used as a treatment to help students learn English. VOA Learning English was used as a representative digital platform. This media was chosen because it provides online reading texts in English equipped with supporting features such as audio, contextual vocabulary, and illustrations to help students understand the text.

2. Dependent Variable

Dependent variable is the result or response measured to determine the effect of the independent variable.⁴² Dependent variable is the observable result of a research procedure. In this study, Pre-test and Post-test results were used to measure students' reading ability. These tests were administered twice, before Pre-

⁴² *Ibid.* p.52.

test and after Post-test treatment with digital reading media. The purpose of these two tests was to compare students' comprehension levels before and after the application of digital reading media. To measure the effect of digital reading media on students' reading comprehension skills, the difference between the Pre-test (O_1) and Post-test (O_2) results was measured quantitatively. The test results were analyzed using SPSS version 27 to determine the significance of the improvement in students' reading skills.

C. Population, Sample, Sampling Technique

1. Population

The population, often referred to as the target population or accessible population, is a large group that is the target of research generalization. The population includes topics, events, or objects relevant to the focus of the research and from which researchers draw conclusions.⁴³ In this study, the population includes all students at SMAN 1 Anak Ratu Aji, with a total of 604 students, while the research sample consists of one class from the tenth grade, which was selected as a representation of the entire population.

2. Sample

A sample is part of the population that is used as a source of research data. A sample is a subgroup of the population that researchers use to generalize about that population.⁴⁴ The goal is to select a subset of the population to be measured in

⁴³ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. Los Angeles: SAGE Publications, Inc. (2014). p.346.

⁴⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. Los Angeles: SAGE Publications, Inc. (2009). p.145.

the study. Based on this definition, this study used a tenth grade class, which consists of 35 students.

3. Sampling Technique

The researcher used purposive sampling as the sampling method in this study. Purposive sampling is a non-random sampling technique in which certain groups are selected based on considerations relevant to the research objectives.⁴⁵ This technique is used to determine the sample that is considered to best represent the characteristics of the research population. In this study, the researchers deliberately chose class X.4 as the sample because this class was considered to be active, cooperative, and showed good learning participation during the learning process, based on initial observations and recommendations from the English subject teacher. These considerations indicate that class X.4 is adequately prepared to participate in digital media-based learning. Therefore, class X.4 is considered the most suitable sample for this study, which aims to assess the effect of using digital reading media on students' reading comprehension skills.

In their information collecting strategy, there are two steps that must be taken after conducting research:

1) Reading Tests

Reading tests are a process used to assess a person's abilities, knowledge, and performance in a particular field.⁴⁶ However, there is a conflicting opinion that tests are activities or a series of questions aimed at assessing a person's

⁴⁵ *Ibid.* p.147.

⁴⁶ Lander and Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," p.3.

abilities by using a specific part of a survey to assess their abilities. Two types of tests will be used in this study, as follows:

a. Pre-test

The pre-test is administered before the treatment to determine students' initial reading comprehension abilities. The aim is to identify students' baseline performance before the use of digital reading media. The test questions are compiled based on reading comprehension indicators, including identifying main ideas, understanding vocabulary, finding detailed information, and drawing conclusions from the text. The Pre-test results provide important data to be compared with the Post-test results and form the basis for analyzing the effectiveness of the media in improving students' reading comprehension skills.

b. Post-test

The post-test is administered after the intervention to measure students' progress in reading comprehension after the learning process using digital reading media. This test aims to evaluate whether there is a significant improvement in students' abilities after the intervention. The post-test uses the same format and level of difficulty as the pre-test to maintain consistency and objectivity. The scores from both tests are analyzed quantitatively to determine the effect of digital reading media on the reading comprehension of tenth grade students at SMAN 1 Anak Ratu Aji.

2) Documentation

Documentation as a method used to obtain information from written language or documents.⁴⁷ The author used this method to support and obtain detailed information from observation data, such as:

- a. Student attendance lists.
- b. Lesson plans (RPP).
- c. Student pre-test and post-test score sheets.
- d. Photos of learning activities.
- e. Documentation checklist form.

This documentation serves as supporting evidence to validate the data obtained from the tests and ensure that the research process is carried out systematically and transparently.

D. Research Instrument

1. Instrument Blueprint

The instrument used in this study was a reading comprehension test. The test was administered as a pre-test and a post-test to measure students' reading comprehension before and after the implementation of digital reading media through VOA Learning English. The test consisted of multiple-choice questions developed based on the indicators of reading comprehension, including identifying main ideas, identifying detailed information, identifying the purpose of the text, and inferring meaning.

⁴⁷ Zina O'leary, *The Essential Guide to Doing Research* London: SAGE Publications, (2004). p.107.

Tabel 3. 2 Blueprint Pre-Test

Indicator of Reading Comprehension	Item Numbers	Total Items
Identify Main Ideas	1	1
Identify Detailed Information	2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14	11
Identify the Purpose of the Text	8	1
Infer Meaning	10, 15, 16, 17, 18, 19, 20	7
TOTAL	-	20

Tabel 3. 3 Blueprint Post-Test

Indicator of Reading Comprehension	Item Numbers	Total Items
Identify Main Ideas	1	1
Identify Detailed Information	2, 3, 4, 5, 6, 7, 8, 12, 13, 18	10
Identify the Purpose of the Text	17	1
Infer Meaning	9, 10, 11, 14, 15, 16, 19, 20	8
TOTAL	-	20

2. Reading Test Instrument

This study employed a reading comprehension test to evaluate students' understanding of English texts before and after the use of digital reading media.

The test utilized descriptive texts adapted and rewritten by the researcher from VOA Learning English materials to match the students' language proficiency in terms of vocabulary, structure, and length. Descriptive text was selected as it aligns with the tenth grade English curriculum and effectively measures comprehension of factual and detailed information. The instrument consisted of a pre-test and post-test, both using descriptive texts from VOA Learning English during the treatment. After reading, students answered comprehension questions assessing their ability to identify main ideas, identify the detailed information of the text, identify the purpose of the text and infer meaning. The resulting scores provided quantitative evidence of improvement in reading comprehension. Each test contained 20 multiple-choice items to ensure objectivity and consistency.

To ensure that the test instruments used were valid and reliable, the researchers conducted an expert judgment validation process involving one English teacher from SMAN 1 Anak Ratu Aji and one lecturer from the English Education Study Program at Jurai Siwo Lampung. The two validators assessed the instruments based on three aspects of validity, namely content validity, construct validity, and language validity. Content validity relates to the suitability of the questions to the indicators and learning objectives for reading in the tenth grade curriculum. Construct validity assesses whether the form and content of the questions truly measure reading comprehension skills, such as finding main ideas and drawing conclusions. Meanwhile, language validity assesses the clarity of sentences, the accuracy of language structure, and the suitability of the level of difficulty to the students' abilities.

After the validation process was completed, the researchers revised the instruments based on suggestions and input from the validators to make the tests more suitable for use. Next, a reliability test was conducted to ensure the consistency of results between questions using Cronbach's Alpha formula through the SPSS version 27 program. The reliability test results showed that the Cronbach's Alpha coefficient value was more than 0.70, so the instrument could be declared to have a high level of reliability and was suitable for use in this study.

3. Documentation Checklist

In this study, researcher also used a documentation checklist as a tool to ensure that all supporting documents for the study had been collected completely and verified. This form contained a list of documents used during the research process, such as student attendance lists, learning activity log books, pre-test and post-test results sheets, photos of learning activities, and learning tools such as lesson plans and teaching materials.

This checklist serves to verify the completeness and authenticity of each document collected during the research stage. Through this checklist, researchers can ensure that each stage of implementation, from the provision of treatment to the collection of test results, has valid and accountable documentary evidence. Thus, the documentation checklist helps maintain the accuracy, transparency, and accuracy of data in the implementation of research.

E. Data Analysis Technique

The data analysis technique in this study employed inferential analysis techniques. Data were obtained from the pre-test and post-test results administered

to students at SMAN 1 Anak Ratu Aji before and after the implementation of digital reading media through VOA Learning English as the treatment. The collected data were analyzed using SPSS version 27.

Prior to hypothesis testing, a normality test will be conducted to ensure that the data met the assumptions of parametric analysis. If the data is normally distributed, a Paired Sample t-test will be conducted to compare the pre-test and post-test mean scores. If the data do not meet the normality assumption, the non-parametric alternative, the Wilcoxon Signed Rank Test, will be employed to examine the significance of the difference between the two sets of scores.

The decision criterion will be based on the significance value (p-value) with an alpha level of 0.05. If the p-value is less than 0.05, H_0 was rejected and H_a was accepted, indicating a significant effect of using digital reading media on students' reading comprehension. The Paired Sample t-test was chosen because it is appropriate for a single-group design involving pre-test and post-test data.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research Setting Description

SMAN 1 Anak Ratu Aji is a public senior high school located on JL. Rujungan Muda No. 1, Bandar Putih Tua, Anak Ratu Aji District, Central Lampung Regency. Established on August 27, 2008, through Decree Number 201/KPTS/07/2008, the school has served the educational needs of the local community using a five-day school system with learning activities conducted from morning to afternoon.

The school provides various facilities to support learning activities. These include 6 classrooms for Grade X, 6 classrooms for Grade XI, and 7 classrooms for Grade XII, along with dedicated rooms such as the teachers' room, principal's office, vice principals' office, administration office, warehouse, library, UKS room, OSIS room, and a canteen. The school also has two computer laboratories, science laboratories for physics, chemistry, and biology, as well as religious and extracurricular facilities such as a mosque, a futsal court, a basketball court, and 16 restrooms. Supporting equipment includes smart TVs, LCDs, projectors, bookshelves, computers, laboratory tools, sports equipment, Wi-Fi internet connectivity, CCTV, a security post, green open spaces, and separate parking areas for students and teachers.

The school has 39 teachers in total, including several educators with advanced qualifications. Five teachers hold a master's degree (S2), consisting of

two Islamic religion teachers, two guidance and counseling teachers, and one physics teacher, while the principal holds a doctoral degree (S3). All teaching and administrative staff contribute to implementing the curriculum effectively and ensuring that academic and operational activities run smoothly.

SMAN 1 Anak Ratu Aji holds a B accreditation based on Decree Number 118/BAP-SM/LPG/XI/2017, which indicates that it meets national education standards. As a central educational institution in the district, the school plays an important role in supporting community development by providing a conducive learning environment that aligns with the needs of this research.

The vision of SMAN 1 Anak Ratu Aji is to develop a generation with strong character, environmental awareness, and a global perspective. This vision is realized through several missions: (1) strengthening students' religious practices in accordance with their respective beliefs; (2) supporting students in discovering and developing their potential in both academic and non-academic fields; (3) instilling noble character through the values of Pancasila and the 5S principles (Smile, Say Hello, Salutations, Polite, and Friendly); (4) facilitating students' mastery of science and technology; and (5) promoting physical and mental health through healthy lifestyle habits and a clean school environment.

B. The Influence of Using Digital Reading Media

1. Pre-test Results for Tenth Grade Students

To assess students' initial reading abilities before the implementation of digital reading media, a pre-test was administered on November 26th, 2025. The test was conducted individually to measure students' reading comprehension levels

prior to learning with VOA Learning English. In this activity, students completed 20 multiple-choice questions covering indicators such as identifying main ideas, understanding details, determining text purpose, and making inferences. They were given 60 minutes to finish the test, using an adapted descriptive text appropriate to their language proficiency. The pre-test results provided a baseline of students' reading comprehension before the digital media intervention. The findings are presented as follows:

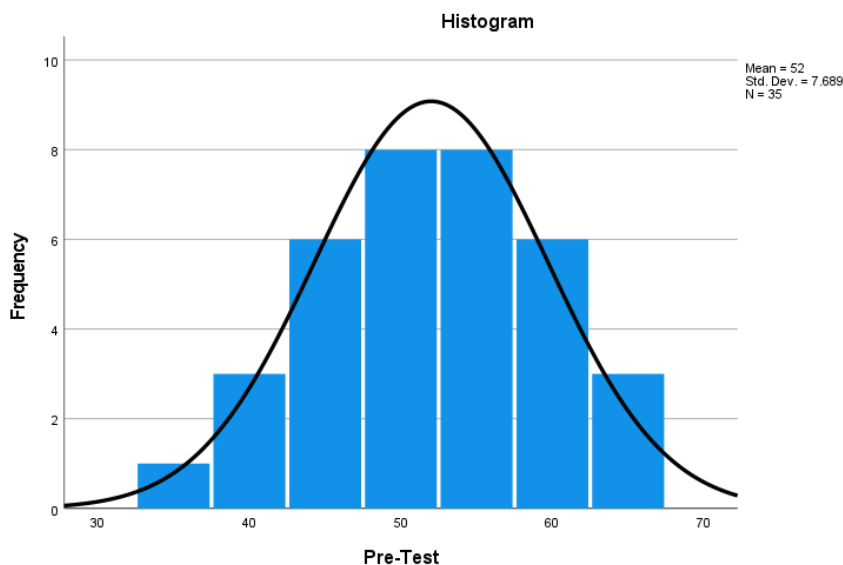
Tabel 4. 4
Frequency Distribution of Student's Pre-Test

		Pre-Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	2.9	2.9	2.9
	40	3	8.6	8.6	11.4
	45	6	17.1	17.1	28.6
	50	8	22.9	22.9	51.4
	55	8	22.9	22.9	74.3
	60	6	17.1	17.1	91.4
	65	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Based on the results of the frequency distribution analysis of the Pre-Test scores conducted using SPSS version 27, it was found that the students' scores ranged from 35 to 65. The most common scores were 50 and 55, each with a frequency of 8 students. In addition, all students (35 students or 100%) obtained scores below the Minimum Passing Criteria (KKM) of 75. These findings indicate

that the students' initial reading abilities before the treatment were in the low category and did not meet the school's learning standards.

Graph 1
Frequency Distribution of Students' Pre-Test



2. Treatment

In the first treatment conducted on November 27, 2025, learning was focused on the use of a descriptive text that had been adapted by the researcher from reading materials available on VOA Learning English and presented in printed form. Before beginning the activity, the researcher briefly informed the students that the text had been adapted from an English learning platform that provides authentic reading passages. The instructional process followed the Pre-Reading, While-Reading, and Post-Reading stages, beginning with activating students' prior knowledge, guiding them to read the text and identify important information, and concluding with a discussion of their understanding of the main ideas, detailed information, the purpose of the text, and implied meanings.

In the second treatment, which took place on December 3, 2025, the researcher provided another printed descriptive text that was also adapted from VOA Learning English and adjusted to the students' proficiency level. Similar to the first session, the learning process employed the Pre-Reading, While-Reading, and Post-Reading stages. During the while-reading stage, additional guiding questions and short discussions were used to support students in identifying key aspects of reading comprehension, including main ideas, detailed information, text purposes, and inferred meanings. Although both texts originated from the same source, each was adapted separately, and the difference between the two sessions lay mainly in the sequencing and depth of practice rather than in the use of different media.

3. Post-test Results for Tenth Grade Students

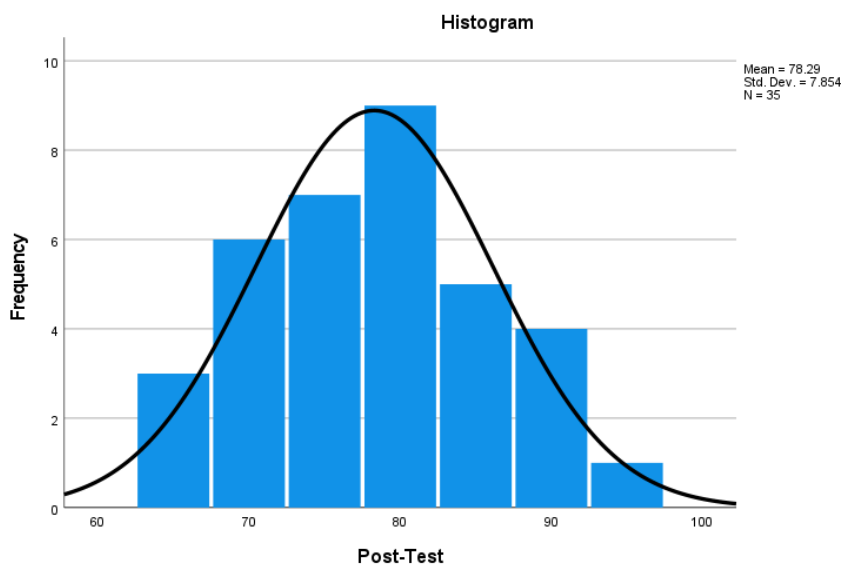
The post-test was conducted on December 4, 2025, to evaluate students' reading comprehension skills after learning using digital reading media. This assessment aimed to measure improvements in students' abilities to identify main ideas, find detailed information, determine the purpose of a text, and interpret the implied meaning of a reading passage. The post-test results are presented in the following section:

Tabel 4. 5**Frequency Distribution of Student's Post-Test**

		Post-Test			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	65	3	8.6	8.6	8.6
	70	6	17.1	17.1	25.7
	75	7	20.0	20.0	45.7
	80	9	25.7	25.7	71.4
	85	5	14.3	14.3	85.7
	90	4	11.4	11.4	97.1
	95	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

The frequency distribution of post-test scores shows that students' scores range from 65 to 95. The most common score is 80, obtained by 9 students. Based on the Minimum Passing Score (MPS) of 75, 26 students (74.3%) achieved or exceeded the MPS, while 9 students (25.7%) did not achieve this score. These results indicate an improvement in students' reading skills after being taught using the VOA Learning English as a digital reading media.

Graph 2
Frequency Distribution of Students' Post-Test



4. Normality Test

The normality test assesses the likelihood that each sample comes from a population that follows a normal distribution. The results of the normality test conducted using SPSS version 27 are as follows:

Tabel 4. 6

Test of Normality in Pre-Test and Post-Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.138	35	.092	.954	35	.155
Post-Test	.129	35	.148	.952	35	.135

a. Lilliefors Significance Correction

Normality tests were performed using Kolmogorov–Smirnov and Shapiro–Wilk. Based on the Shapiro–Wilk results, the significance value for the Pre-Test

was 0.155 and for the Post-Test was 0.135. Since both values are greater than 0.05, it can be concluded that the Pre-Test and Post-Test data are normally distributed. Thus, a parametric statistical test in the form of a Paired Samples t-Test can be used in the next stage of analysis.

5. Homogeneity Test

The homogeneity test is a statistical method that can be used to assess whether the distribution of categorical data shows similarities between different groups or categories. The results of the homogeneity test conducted using SPSS version 27 are as follows:

Tabel 4. 7

Test of Homogeneity of Variances

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Gabungan nilai Pre- Test dan Post-Test	Based on Mean	.008	1	68	.930
	Based on Median	.000	1	68	1.000
	Based on Median and with adjusted df	.000	1	67.932	1.000
	Based on trimmed mean	.008	1	68	.928

The variance homogeneity test was conducted using Levene's test through the One-Way ANOVA procedure. The calculation results showed a significance value (Sig.) of 0.930 (> 0.05), so the data was declared homogeneous. Thus, the variance between the Pre-Test and Post-Test scores was the same (homogeneous), fulfilling the assumption for conducting a Paired Samples t-Test.

6. Hypothesis Testing

Researchers in this case sought to assess differences in data, so they chose the paired sample t-test among other methods as follows:

Tabel 4. 8

SPSS Calculation Results on the Influence of Digital Media on Students' Reading Comprehension Skills

Paired Samples Test

	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Mean	Lower			
Pair Score 1 Pre-Test - Post-Test	-26.286	5.194	.878	-28.070	-24.502	-29.942	34	.000

The Paired Samples t-test was employed to analyze the difference between students' Pre-Test and Post-Test scores after being taught using the digital reading media. The statistical result shows a Sig. (2-tailed) value of 0.000, which is lower than the significance level of 0.05. This indicates that there is a significant difference in students' reading comprehension scores before and after the implementation of the digital reading media. Furthermore, the mean difference of -26.286 reveals a considerable improvement in students' Post-Test performance. The negative sign reflects the order of subtraction (Pre-Test minus Post-Test), confirming that the Post-Test scores are higher. Since the significance value is

below 0.05, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. Thus, it can be concluded that the use of digital reading media has a positive and significant influence on students' reading comprehension at SMAN 1 Anak Ratu Aji.

C. Discussion

The results of this study indicate that the use of digital reading media, which in the context of this study serves as a source for researchers to adapt and simplify reading texts into descriptive forms, has a significant effect on improving the reading skills of tenth-grade students at SMAN 1 Anak Ratu Aji. Based on the results of the Paired Samples t-test, a significance value of 0.000 (< 0.05) was obtained, so that H_0 , which states that digital reading media has no effect, is rejected, and H_a , which states that digital reading media has an effect, is accepted. The average score increased by 26.286 points from the pre-test to the post-test, accompanied by a change in the distribution of KKTP achievement from 0% in the pre-test to 74.3% in the post-test, confirming that the use of digitally adapted texts has a positive impact on improving students' reading comprehension.

This significant effect can be understood through the characteristics of the digital texts used as the basis for adaptation. Digital texts tend to have a clearer information structure, more standardized language, and more contextual and up-to-date content. When these texts were adapted by researchers into descriptive texts appropriate to the students' ability level, the quality of the input received by the students increased substantially. Simplified vocabulary, more systematic paragraph organization, and clarity of main ideas and supporting information make the text

easier to understand. Thus, even though students do not interact directly with digital media, they still benefit from the characteristics of digital texts that have been processed into learning materials.

The findings of this study are in line with the research by Arisca et al. 2025, which reported that the use of digital texts resulted in a significant improvement in students' reading skills. Although in that study the students interacted directly with digital texts, the core of their findings remains relevant, namely that the superiority of the structure and quality of digital content has an impact on reading comprehension.⁴⁸ Agustiani's 2022 research also shows that digital literacy is positively correlated with reading comprehension, indicating that digital-based texts have characteristics that support effective information processing.⁴⁹ Meanwhile, research by Ayuaneka and Sujarwati 2024 confirms that the integration of digital media in the preparation or presentation of reading materials can improve student comprehension, both through increased engagement and through the presentation of materials that are more cognitively accessible.⁵⁰ These three studies provide empirical support for this finding, even though the contexts of their application differ.

Theoretically, the improvement in the students' reading skills can be explained by the quality of digitally adapted texts, which are more structured, relevant, and appropriate to students' ability levels. Digital texts that are the source

⁴⁸ Arisca et al., "The Influence of Digital Texts on Eighth Graders' Reading Comprehension, (2025)". p.47-52.

⁴⁹ Agustiani, "The Correlation between Digital Literacy and Students Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi,(2022)". p.90-92.

⁵⁰ Ayuaneka and Sujarwati, "Voice of America in the Classroom: Assessing Its Educational Value for Listening Comprehension in High School English Classes, (2025)" p.83-89.

of adaptation tend to have better information organization, so that when they are reprocessed by researchers, this structure is maintained and makes it easier for students to identify the main ideas, supporting details, and purpose of the text. In addition, the use of the pre-while-post reading stages further strengthens students' cognitive processes in understanding the text, as each stage provides an opportunity to activate prior knowledge, monitor understanding, and reflect after reading.

Based on the overall statistical evidence, theoretical support, and previous research findings, it can be concluded that H_a is proven to be correct and that digital reading media even though used indirectly by students still has a significant influence through improving the quality of reading materials adapted from digital sources. Thus, the research question in this study is clearly answered, the use of reading texts adapted from digital reading media effectively improves the reading comprehension skills of tenth grade students at SMAN 1 Anak Ratu Aji.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the data and the findings of this study, it can be concluded that the use of digital reading media as a source for adapting texts has a positive and significant influence on students' reading comprehension. This is evident from the substantial improvement in the mean scores between the pre-test and the post-test, with an increase of more than 25 points after students were taught using descriptive texts adapted from digital sources. The improvement is also reflected in the students' achievement of the minimum competency standard; while all participants scored below the standard in the pre-test, the post-test results showed that the majority of students more than 70% successfully met or exceeded the required score.

The statistical analysis processed through SPSS using the *Paired Samples t-test* indicated a significance value of 0.000, suggesting that the difference between the pre-test and post-test scores did not occur by chance but was the result of the treatment provided. This demonstrates that reading materials adapted from digital media offer clearer information structure, more accessible vocabulary, and more systematically organized content, enabling students to better understand main ideas, supporting details, and the purpose of the text. Therefore, this study concludes that the use of digital reading media as the basis for developing reading materials is

effective in enhancing students' reading comprehension skills, and the findings confirm the successful implementation of this approach in the learning process.

B. Suggestion

Researchers offer the following advice to students, teachers, and future researchers:

1. For teachers

Teachers are encouraged to use digital reading media as an innovative learning tool to increase student engagement and comprehension during reading activities. The use of digital-based materials can help present texts that are clearer, more structured, and more relevant to students' learning needs. Teachers can also utilize digital resources to adjust reading texts so that their level of difficulty matches students' abilities, thereby improving their comprehension and participation in reading lessons.

2. For Students

Students are expected to improve their reading comprehension, vocabulary mastery, and overall motivation by actively participating in reading materials adapted from digital sources. Digital based texts offer richer exposure to diverse sentence structures and updated content, which can help students become more independent and confident readers. Students are also encouraged to develop consistent reading habits to strengthen their comprehension skills.

3. For Future Researchers

This study may serve as a reference for future research related to the use of digital media in English language teaching, particularly in reading comprehension. Further studies may explore other types of digital tools, compare different digital platforms, or examine the long-term effects of digital text adaptation on students' reading performance. Researcher may also expand the scope by involving larger samples, different grade levels, or varied text genres to enrich the understanding of digital media integration in language learning.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN MENDALAM (RPPM)

KOMPONEN	DATA PENYESUAIAN
Nama Mahasiswa/Peneliti	Cyndi Charisma Ramadani
Nama Guru Mata Pelajaran	Arbiatun S.pd.
Satuan Pendidikan	SMAN 1 Anak Ratu Aji
Mata Pelajaran	Bahasa Inggris
Kelas	X (Sepuluh) - Program Kelas X.4
Materi Pokok	Teks Deskriptif (Keterampilan Membaca/Reading Comprehension)
Jumlah Pertemuan	2 Pertemuan (Pre-Test dan Post-Test)
Alokasi Waktu Per Pertemuan	1 x 60 menit
Model Pembelajaran	Pembelajaran Langsung
Metode Pembelajaran	Penugasan (Tes Tulis), Presentasi

I. IDENTIFIKASI

A. Kesiapan Peserta Didik

- Peserta didik kelas X (Sepuluh) SMA.
- *Pre-Test* bertujuan memetakan kemampuan awal, dan *Post-Test* mengukur hasil belajar peserta didik dalam memahami teks deskriptif sederhana pada aspek *Main Idea*, *Detailed Information*, *Purpose*, dan *Inference*.

B. Karakteristik Materi Pelajaran

- Materi adalah Teks Deskriptif sederhana (*Reading Comprehension*).
- Teks diadaptasi dari VOA Learning English, relevan dengan konteks sains dan lingkungan.
- Fokus pada empat indikator pemahaman membaca: Mengidentifikasi Gagasan Utama, Informasi Rinci, Tujuan Teks, dan Menyimpulkan Makna.

C. Dimensi Profil Lulusan (Profil Pelajar Pancasila)

- **Mandiri:** Peserta didik mengerjakan tes secara individu dan jujur.
- **Bernalar Kritis:** Peserta didik menganalisis dan menjawab soal pemahaman membaca.

II. DESAIN PEMBELAJARAN

A. Capaian Pembelajaran (CP)

Peserta didik mampu memahami teks deskriptif sederhana dan mengidentifikasi informasi umum, informasi rinci, tujuan teks, makna kosakata, serta menyimpulkan isi teks.

B. Topik Pembelajaran

Descriptive Text (Fokus pada *Reading Comprehension* – Pengukuran Awal dan Akhir).

C. Tujuan Pembelajaran

Pertemuan 1: Pre-Test (Pengukuran Awal)

Melalui kegiatan Pre-Test, peserta didik diharapkan mampu:

1. Mengerjakan tes tertulis untuk mengidentifikasi gagasan utama dalam teks deskriptif.
2. Mengerjakan tes tertulis untuk menentukan informasi rinci dalam teks.
3. Mengerjakan tes tertulis untuk mengidentifikasi tujuan penulisan teks.
4. Mengerjakan tes tertulis untuk menafsirkan makna kata/menyimpulkan isi teks berdasarkan konteks.

Pertemuan 4: Post-Test (Pengukuran Akhir)

Melalui kegiatan Post-Test, peserta didik diharapkan mampu:

1. Mengerjakan tes tertulis untuk mengidentifikasi gagasan utama dalam teks deskriptif yang berbeda.
2. Mengerjakan tes tertulis untuk menentukan informasi rinci dalam teks yang berbeda.
3. Mengerjakan tes tertulis untuk mengidentifikasi tujuan penulisan teks yang berbeda.
4. Mengerjakan tes tertulis untuk menafsirkan makna kata/menyimpulkan isi teks yang berbeda.

E. Kerangka Pembelajaran

KOMPONEN	DETAIL
Model Pembelajaran	Pembelajaran Langsung
Metode Pembelajaran	Penugasan (Tes Tulis), Presentasi

F. Kemitraan Pembelajaran

Guru dan peserta didik bekerja sama dalam menciptakan suasana tes yang jujur dan tertib.

G. Lingkungan Pembelajaran

Kelas yang kondusif untuk tes tertulis individual.

H. Pemanfaatan Digital

Tidak digunakan (menggunakan lembar tes cetak).

III. PENGALAMAN BELAJAR MEMAHAMI, MENGAPLIKASI, DAN MEREFLEKSI

Pertemuan 1: Pre-Test (1 x 60 Menit)

Kegiatan	Alokasi Waktu	Deskripsi Kegiatan	Prinsip Pembelajaran
Kegiatan Awal	10 Menit	Salam dan Apersepsi: Guru mengucapkan salam, memimpin doa, dan mengecek kehadiran. Guru menjelaskan tujuan <i>Pre-Test</i> sebagai pengukuran awal dan aturan pengerjaan.	<i>Mindful Learning</i> (Fokus dan Kesiapan)
Kegiatan Inti	40 Menit	Sintaks 1: Penjelasan Aturan Tes Guru mempresentasikan aturan tes. Siswa menulis identitas pada lembar jawaban. (Memahami aturan tes) Sintaks 2: Pelaksanaan Tes Siswa menerima dan membaca teks "Students Learn Hands-on With Animals". Siswa menjawab 20 soal pada lembar jawaban secara individu. (Mengaplikasi kemampuan membaca dan menjawab) Sintaks 3: Icebreaking Guru memberikan <i>Icebreaking</i> ringan (misalnya, tepuk tangan apresiasi) sebagai apresiasi atas usaha peserta didik dalam menyelesaikan tes.	<i>Meaningful Learning</i> (Pengujian Kompetensi) <i>Joyful Learning</i> (Apresiasi usaha)
Kegiatan Penutup	10 Menit	Refleksi: Guru meminta siswa memastikan jawaban terisi dan mengumpulkan lembar <i>Pre-Test</i> . Guru memberikan motivasi dan <i>closing statement</i> . (Merefleksi kejujuran dan ketelitian)	<i>Mindful Learning</i> (Ketelitian akhir)

Pertemuan 4: Post-Test (1 x 60 Menit)

Kegiatan	Alokasi Waktu	Deskripsi Kegiatan	Prinsip Pembelajaran
Kegiatan Awal	10 Menit	Salam dan Apersepsi: Guru mengucapkan salam, memimpin doa. Guru menjelaskan tujuan <i>Post-Test</i> sebagai pengukuran hasil belajar.	<i>Mindful Learning</i> (Fokus dan Kesiapan)
Kegiatan Inti	40 Menit	Sintaks 1: Penjelasan Aturan Tes Guru mempresentasikan dan mengingatkan kembali aturan pengerjaan <i>Post-Test</i> . (Memahami tujuan pengukuran akhir) Sintaks 2: Pelaksanaan Tes Siswa menerima dan membaca teks "Animal Hospital Saves Wild Animals from the City". Siswa menjawab 20 soal pada lembar jawaban secara individu. (Mengaplikasi kemampuan membaca yang sudah dilatih) Sintaks 3: Icebreaking Guru memberikan <i>Icebreaking</i> (misalnya, peregangan	<i>Meaningful Learning</i> (Pengujian Akhir) <i>Joyful Learning</i> (Apresiasi usaha)

		ringan) sebagai apresiasi atas ketekunan peserta didik dalam menyelesaikan tes.	
Kegiatan Penutup	10 Menit	Refleksi: Guru mengumpulkan hasil <i>Post-Test</i> . Guru memberikan apresiasi dan <i>closing statement</i> . (Merefleksi proses dan hasil pengerjaan)	<i>Mindful Learning</i> (Ketelitian akhir)

IV. ASESMEN

Jenis Asesmen	Teknik	Bentuk Instrumen	Indikator Penilaian
Asesmen Awal	Tes Tulis	<i>Pre-Test</i> (20 Soal Pilihan Ganda)	Identify Main Idea, Detailed Information, Purpose, Infer Meaning
Asesmen Proses	Observasi	Catatan Lapangan	Kejujuran, Kemandirian, Ketertiban.
Asesmen Akhir	Tes Tulis	<i>Post-Test</i> (20 Soal Pilihan Ganda)	Identify Main Idea, Detailed Information, Purpose, Infer Meaning

Rubrik Penilaian (Penilaian Kuantitatif)

Aspek	Deskripsi	Skor
Jawaban Benar	Setiap jawaban yang sesuai dengan kunci jawaban.	5
Jawaban Salah/Kosong	Setiap jawaban yang salah atau tidak diisi.	0
Nilai Maksimal	20 Soal X 5 Poin = 100	

Passing Grade Criteria

Score	Categories
≥ 70	Passed
≤ 70	Failed

V. BAHAN AJAR RINCI

1. Bahan Ajar Pertemuan 1 (Pre-Test)

- Judul Teks: *Students Learn Hands-on With Animals*

- Media: Lembar Soal Cetak (Kertas).
- Isi Teks: Teks deskriptif mengenai kegiatan siswa SMA merawat sekitar 50 spesies hewan di laboratorium sains sekolah.
- Soal Uji (20 soal): Pilihan Ganda berdasarkan indikator (Main Idea: 1, Detailed Information: 11, Purpose: 1, Infer Meaning: 7).

2. Bahan Ajar Pertemuan 4 (Post-Test)

- Judul Teks: *Animal Hospital Saves Wild Animals from the City*
- Media: Lembar Soal Cetak (Kertas).
- Isi Teks: Teks deskriptif mengenai peran rumah sakit hewan liar di Afrika Selatan dalam merawat hewan yang terluka/stres akibat dampak perkembangan kota dan aktivitas manusia.
- Soal Uji (20 soal): Pilihan Ganda berdasarkan indikator (Main Idea: 1, Detailed Information: 10, Purpose: 1, Infer Meaning: 8).

VI. LEMBAR KERJA PESERTA DIDIK (LKPD)

LKPD Pertemuan 1: Pre-Test

Komponen LKPD	Keterangan
Judul	Lembar Pre-Test: Pemahaman Teks Deskriptif
Tujuan	Mengukur kemampuan awal peserta didik dalam memahami teks "Students Learn Hands-on With Animals".
Langkah Kerja	1. Tuliskan Nama dan Kelas pada lembar jawaban. 2. Baca teks pada lembar soal dengan teliti. 3. Jawab semua 20 soal pilihan ganda dengan menyilang (X) pada lembar jawaban yang tersedia. 4. Bekerja secara mandiri dan jujur (tidak mencontek). 5. Cek kembali jawaban.
Pertanyaan Diskusi	<i>Tidak ada pertanyaan diskusi (Fokus pada Penugasan Tes Mandiri).</i>

LKPD Pertemuan 4: Post-Test

Komponen LKPD	Keterangan
Judul	Lembar Post-Test: Pemahaman Teks Deskriptif

Tujuan	Mengukur kemampuan akhir peserta didik dalam memahami teks "Animal Hospital Saves Wild Animals from the City".
Langkah Kerja	1. Tuliskan Nama dan Kelas pada lembar jawaban. 2. Baca teks pada lembar soal dengan teliti. 3. Jawab semua 20 soal pilihan ganda dengan menyilang (X) pada lembar jawaban yang tersedia. 4. Bekerja secara mandiri dan jujur. 5. Cek kembali jawaban sebelum mengumpulkan.
Pertanyaan Diskusi	<i>Tidak ada pertanyaan diskusi (Fokus pada Penugasan Tes Mandiri).</i>

Anak Ratu Aji, 25 November 2025

Guru Bahasa Inggris



Arbiatun S.Pd.

NIP. 19830211 202521 2 020

Mahasiswa/Peneliti



Cyndi Charisma R.

Mengetahui,

Kepala Sekolah SMAN 1
Anak Ratu Aji



Dr. SUTANTO, S.Pd., M.Pd.
NIP. 19691122 200903 1 001

TREATMENT

- **Treatment 2**, dilaksanakan untuk memperkuat kemampuan pemahaman membaca siswa melalui penggunaan media digital dalam pembelajaran membaca. Pada awal pembelajaran, peneliti memberikan penjelasan singkat mengenai media digital reading yang digunakan, termasuk cara mengakses teks bacaan melalui telepon genggam serta manfaat penggunaan media digital dalam membantu siswa memahami teks secara lebih efektif. Penjelasan ini bertujuan agar siswa memahami peran media digital sebagai sarana pembelajaran membaca.
- Selanjutnya, proses pembelajaran dilaksanakan melalui tiga tahap, yaitu *pre-reading*, *while-reading*, dan *post-reading*. Pada tahap *pre-reading*, peneliti mengulas materi pada pertemuan sebelumnya dan mengaitkan topik pembelajaran dengan pengetahuan awal siswa guna mempersiapkan siswa sebelum membaca teks.
- Pada tahap *while-reading*, siswa membaca teks deskriptif yang diadaptasi dari VOA Learning English melalui telepon genggam masing-masing. Siswa membaca teks secara mandiri dan menganalisis bacaan berdasarkan indikator pemahaman membaca, yaitu mengidentifikasi gagasan utama, informasi rinci, tujuan penulisan teks, serta menafsirkan makna kosakata berdasarkan konteks. Selama kegiatan berlangsung, peneliti memberikan arahan dan bimbingan kepada siswa yang mengalami kesulitan.
- **Treatment 3**, dilaksanakan sebagai pertemuan terakhir sebelum pemberian post-test. Kegiatan pembelajaran pada pertemuan ini bertujuan untuk memantapkan pemahaman membaca siswa terhadap teks deskriptif. Pada tahap *pre-reading*, peneliti melakukan peninjauan singkat terhadap materi sebelumnya dan mengingatkan kembali strategi membaca yang telah dipelajari pada pertemuan-pertemuan sebelumnya.
- Selanjutnya, pada tahap *while-reading*, siswa membaca teks deskriptif lain yang juga diadaptasi dari VOA Learning English melalui media telepon genggam. Siswa diminta menerapkan indikator pemahaman membaca yang sama, yaitu mengidentifikasi gagasan utama, informasi rinci, tujuan teks, dan menafsirkan makna kata berdasarkan konteks. Peneliti memantau aktivitas membaca siswa serta memberikan bimbingan apabila diperlukan.
- Pada tahap *post-reading*, peneliti menyimpulkan kegiatan pembelajaran, memberikan penguatan terhadap materi yang telah dipelajari, serta mempersiapkan siswa untuk menghadapi post-test pada pertemuan selanjutnya.



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 1 ANAK RATU AJI

Jl. Rujungan Muda No. 01 Bandar Putih Tua Kecamatan Anak Ratu Aji Lampung Tengah (35513)
NSS: 301120227048 NPSN: 10810759 Email : ara_aman@yahoo.co.id



DAFTAR HADIR MINGGUAN DAN JURNAL MENGAJAR

Kelas : X4
Tahun/Pelajaran : 2025/2025

NO	NIS	NISN	NAMA SISWA	LP	TANGGAL/BULAN/TAHUN						
					RABU/26/11/2025	KAMIS/27/11/2025	RABU/03/12/2025	KAMIS/04/12/2025			
1	2434	0091962175	AGUS HERMAWAN	L	*	*	*	*			
2	2435	0108402083	AHMAD FARIHIN	L	*	*	*	*			
3	2437	0096624036	AINI OKTAVIANA	P	*	*	*	*			
4	2438	0104710882	AISYAH RAMADHANI PUTRI	P	*	*	*	*			
5	2440	0108850869	ALBANI ZAKIAN	L	*	*	*	*			
6	2456	0091038685	ANNISA NURFADILLAH	P	*	*	*	*			
7	2464	0099402059	AYULIA SARI	P	*	*	*	*			
8	2465	0108925513	BAGUS RINEKSO	L	*	*	*	*			
9	2470	0105496990	DAFA JULIAN UTOMO	L	*	*	*	*			
10	2481	0092786372	DINA AYU PRATIWI	P	*	*	*	*			
11	2494	0105671347	FANY DWI AULIA	P	*	*	*	*			
12	2496	0105547754	FERI FERDIANSYAH	L	*	*	*	*			
13	2510	0103857898	IRVAN ROUF	L	*	*	*	*			
14	2511	0109841331	JELITA WIDI ASTUTI	P	*	*	*	*			
15	2515	0103754649	KEVIN HUSNAN FEBYANSYAH	L	*	*	*	*			
16	2525	0103299353	M. ILYAS ADITYA FIRDAUS	L	*	*	*	*			
17	2526	0098338565	M. TURYANTO	L	*	*	*	*			
18	2531	0106654331	MAY LISA KARLINA	P	*	*	*	*			
19	2532	0097396587	MEILAN NOVA SARI	P	*	*	*	*			
20	2534	0102222851	MEYTHA TRI AULIA	P	*	*	*	*			
21	2535	0102445784	MIRA SELVIANA	P	*	*	*	*			
22	2538	0105764016	MUHAMMAD ALDIYANSYAH	L	*	*	*	*			
23	2551	0191235741	NABILA TRI JULITA	P	*	*	*	*			
24	2555	0103254505	NEVITA OKYANTINA	P	*	*	*	*			
25	2562	0094923483	NOVA ARDIANSYAH	L	*	*	*	*			
26	2563	0097624425	NOVITA ANGGRAINI	P	*	*	*	*			
27	2571	0103865125	PUTRI WULANDARI	P	*	*	*	*			
28	2582	0102340117	REYNALDI PRAMANA	L	*	*	*	*			
29	2585	0102393013	RIANAH	P	*	*	*	*			
30	2593	0093304438	RIMA NOVIANI	P	*	*	*	*			
31	2598	0109400093	RYAN SAPUTRA	L	*	*	*	*			
32	2600	0108892352	SAFA ZIFILIA ATHAILLAH	P	*	*	*	*	S	: Sakit	
33	2601	0093118136	SAFFALIKA APRILIANDA	P	*	*	*	*	I	: Ijin	
34	2610	3109931784	SUCI RISMAYA	P	*	*	*	*	A	: Alpha	
35	2620	0107728361	WAFILIDAN IBNU NASRULLOH	L	*	*	*	*	T	: Terlibat	
36	2642	0109228782	ERVAN ALDI RIANSYAH	L	*	*	*	*	O	: Absen	

REKAPITULASI HASIL PRE TEST DAN POST TEST

NO	KODE NAMA	NILAI PRE TEST	NILAI POST TEST
1	AH	50	75
2	AF	40	65
3	AO	55	80
4	ARP	60	90
5	AZ	50	85
6	AN	45	70
7	AS	50	75
8	BR	60	85
9	DJU	40	70
10	DAP	55	80
11	FDA	50	85
12	FF	65	90
13	IR	45	70
14	JWA	35	70
15	KHF	55	80
16	MIAF	50	75
17	MT	50	75
18	MLK	55	80
19	MNS	45	70
20	MTA	60	85
21	MS	60	90
22	MA	55	80
23	NTJ	40	65
24	NA	50	75
25	NAN	65	95
26	PW	45	70
27	RP	55	80
28	R	55	80
29	RN	65	85
30	RS	55	80
31	SZA	60	65
32	SA	50	75
33	SR	60	90
34	WIN	45	80
35	EAR	45	75

NILAI SOAL PRE TEST

PRE-TEST

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Ryan Saputra
Class : X.4

58

Text for number 1-20

Students Learn Hands-on With Animals

(Source: <https://learningenglish.voanews.com/a/students-learn-hands-on-with-animals/3178887.html>)

Rabbits, tortoises, hedgehogs, and even spiders live in a school's animal science laboratory. High school students care for about 50 different species. They learn to feed, clean, and handle a variety of animals every day. Some of the animals are exotic, such as miniature horses and sugar gliders, which require extra attention. The animals are kept in a clean room with cages, tanks, and heating lamps. Each cage has information labels showing the animal's diet, health history, and special behavior. Students also prepare food based on each animal's needs. For example, sugar gliders eat fruit and insects, while tortoises need vegetables and fresh leaves.

Every two weeks, students take turns caring for different animals. They weigh the animals, check their eyes and fur, and write the results in a notebook. When needed, they walk a rabbit on a leash behind the school building, or watch a degu explore a small play area. These tasks help students understand how each animal behaves and how to treat them carefully. Many students say the program helps them build responsibility and compassion. Some of them hope to become veterinarians in the future, while others simply enjoy working closely with living creatures.

(Adapted from VOA Learning English)

PRE-TEST

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Rima Noviani
Class : X.4

65

Text for number 1-20

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(Adapted from VOA Learning English)

NILAI SOAL POST TEST

POST-TEST

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : RYAN SAPUTRA G76
Class : X.4

80

Text for number 1-20

Animal Hospital Saves Wild Animals from the City

(Source: <https://learningenglish.voanews.com/a/animal-hospital-saves-wild-animals-from-the-city/4857272.html>)

A wildlife animal hospital located just outside Johannesburg, South Africa, cares for many injured and stressed wild animals. The hospital receives animals affected by road accidents, illegal hunting, and loss of habitat caused by the growing city. It treats different types of wildlife, such as tortoises, snakes, pangolins, and other small mammals. Inside the facility, the animals are placed in safe enclosures. The medical staff, including veterinarians and rehabilitation specialists, provide food, clean wounds, give medicine, and monitor the animals' recovery. Some volunteers also help prepare food and clean cages.

Certain animals, especially pangolins, become extremely afraid of humans because they were hunted or harmed in the past. Many animals arrive dehydrated or weak and need special care before they can recover fully. When the animals are healthy again, the hospital releases them back into nature, if possible. However, animals that are not ready to return to the wild

POST-TEST

Direction:

1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name : Rima Noviani
Class : X.4

85

Text for number 1-20

Animal Hospital Saves Wild Animals from the City

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PRE-TEST**Direction:**

- 1. Write your name on your answer sheet!**
 - 2. Read the text then answer the question by crossing a, b, c, or d!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-
-

Name :

Class :

Text for number 1-20**Students Learn Hands-on With Animals**

(Source: <https://learningenglish.voanews.com/a/students-learn-hands-on-with-animals/3178887.html>)

Rabbits, tortoises, hedgehogs, and even spiders live in a school's animal science laboratory. High school students care for about 50 different species. They learn to feed, clean, and handle a variety of animals every day. Some of the animals are exotic, such as miniature horses and sugar gliders, which require extra attention. The animals are kept in a clean room with cages, tanks, and heating lamps. Each cage has information labels showing the animal's diet, health history, and special behavior. Students also prepare food based on each animal's needs. For example, sugar gliders eat fruit and insects, while tortoises need vegetables and fresh leaves.

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(Adapted from VOA Learning English)

1. What is the main idea of the text?
 - a. The school has 50 students.
 - b. Students learn animal care in a science program.
 - c. Rabbits are easy to keep.
 - d. Miniature horses live at the school.
2. Students care for about ... different species of animals in the school laboratory.
 - a. 10
 - b. 25
 - c. 50
 - d. 100
3. One of the animals mentioned in the text is a
 - a. Lion
 - b. Rabbit
 - c. Fish
 - d. Dog
4. Students switch the animals they care for every
 - a. Day
 - b. Week
 - c. Two weeks
 - d. Month
5. What do students do to check the animals' health?
 - a. Take them to a zoo
 - b. Weigh them and inspect them
 - c. Walk them in the park
 - d. Train them to do tricks
6. Which of these is NOT stated in the text as part of the students' tasks?
 - a. Feeding animals

- b. Cleaning cages
 - c. Teaching animals to dance
 - d. Holding animals
7. Why do students hold the animals?
- a. To make them perform
 - b. To learn how to handle them
 - c. To sell them
 - d. To train them to run
8. What might be the purpose of the text?
- a. To advertise a zoo
 - b. To explain a school's fun activity
 - c. To inform about an animal science program
 - d. To persuade readers to buy pets
9. Which sentence is a detail from the text?
- a. Students sometimes walk rabbits on a leash.
 - b. School is boring.
 - c. Teachers are strict.
 - d. The weather is always nice.
10. What does "take turns" in the text probably mean?
- a. They fight over the animals.
 - b. They each care for different animals in rotation.
 - c. They race to hold them.
 - d. They never handle the same animal.
11. According to the text, why is caring for animals important for students?
- a. To make money
 - b. To understand animal behavior
 - c. To decorate their rooms

- d. To train for circus acts
12. Which exotic animal is mentioned in the text?
- a. Lion
 - b. Sugar glider
 - c. Elephant
 - d. Tiger
13. What does weighing the animals help the students do?
- a. Play a game
 - b. Check their health
 - c. Feed them more
 - d. Teach them tricks
14. Which animal do students walk on a leash?
- a. Tortoise
 - b. Rabbit
 - c. Hedgehog
 - d. Spider
15. The text implies that students need to be careful because:
- a. Some animals are dangerous
 - b. They need to finish quickly
 - c. The cage is too small
 - d. The animals are very slow
16. What can you infer about the students' feelings toward animals?
- a. They dislike them
 - b. They respect and care for them
 - c. They are scared of them
 - d. They want to avoid them
17. Which of these best describes the program?

- a. A drama class
 - b. A sports team
 - c. An animal science class
 - d. A cooking club
18. Why do they “take turns” caring for different animals?
- a. Because there are many species, and each student learns different skills.
 - b. Because animals are too heavy.
 - c. Because they don’t like some animals.
 - d. Because they fight.
19. What does “handle them carefully” refer to in the text?
- a. Teaching animals tricks
 - b. Holding and caring for animals in a respectful way
 - c. Cleaning the classroom
 - d. Running with animals
20. The text most likely targets:
- a. Pet owners
 - b. High-school students interested in science
 - c. Zoo visitors
 - d. Toy makers

Key Answer of Pre-Test

No	Key	No	Key	No	Key	No	Key
1	B	6	C	11	B	16	B
2	C	7	B	12	B	17	C
3	B	8	C	13	B	18	A
4	C	9	A	14	B	19	B
5	B	10	B	15	A	20	B

POST-TEST

Direction:

1. Write your name on your answer sheet!
 2. Read the text then answer the question by crossing a, b, c, or d!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-
-

Name :

Class :

Text for number 1-20

Animal Hospital Saves Wild Animals from the City



(Source: <https://learningenglish.voanews.com/a/animal-hospital-saves-wild-animals-from-the-city/4857277.html>)

A wildlife animal hospital located just outside Johannesburg, South Africa, cares for many injured and stressed wild animals. The hospital receives animals affected by road accidents, illegal hunting, and loss of habitat caused by the growing city. It treats different types of wildlife, such as tortoises, snakes, pangolins, and other small mammals. Inside the facility, the animals are placed in safe enclosures. The medical staff, including veterinarians and rehabilitation specialists, provide food, clean wounds, give medicine, and monitor the animals' recovery. Some volunteers also help prepare food and clean cages.

Certain animals, especially pangolins, become extremely afraid of humans because they were hunted or harmed in the past. Many animals arrive dehydrated

or weak and need special care before they can recover fully. When the animals are healthy again, the hospital releases them back into nature, if possible. However, animals that are not ready to return to the wild may stay longer. The hospital plays an important role in protecting wildlife that is threatened by human activity in the city.

(Adapted from VOA Learning English)

1. What is the main idea of the text?
 - a. An animal hospital only cares for domestic pets.
 - b. A wildlife hospital treats wild animals living near the city.
 - c. Animals in Johannesburg are being trained to live in zoos.
 - d. City development has no impact on wildlife.
2. The animal hospital is located in the ... of the city.
 - a. Zoo
 - b. Forest
 - c. Outskirts
 - d. Island
3. One of the wild animals mentioned in the text is a
 - a. Lion
 - b. Elephant
 - c. Pangolin
 - d. Tiger
4. The hospital mainly treats
 - a. Birds
 - b. Wild animals harmed by human activity
 - c. Farm animals
 - d. Marine animals

5. What happens to the animals at the hospital?
 - a. They are sold to pet shops.
 - b. They are treated and rehabilitated.
 - c. They are immediately released without treatment.
 - d. They are trained to do tricks.

6. Why are some animals particularly frightened of humans?
 - a. Because they were once pets.
 - b. Because they were hunted or harmed by humans.
 - c. Because they never see people.
 - d. Because they like being alone.

7. Which specialist helps to care for the animals?
 - a. A zoo trainer
 - b. A conservation ranger
 - c. A veterinary rehabilitation specialist
 - d. A circus performer

8. What do the staff do besides treating wounds?
 - a. They build new houses for animals.
 - b. They feed the animals and clean them.
 - c. They teach them to fly.
 - d. They organize animal races.

9. What can be inferred about the hospital's goal?
 - a. They want to keep all animals in cages permanently.
 - b. They want to rehabilitate animals and possibly release them.
 - c. They want to start a circus.
 - d. They want to train animals for movies.

10. According to the text, why do wild animals come close to the city?
 - a. To look for food or because their habitat is being destroyed (inferred)

- b. To visit humans for fun
 - c. To work for people
 - d. To escape from other wild animals
11. What does “rehabilitation” mean in this context?
- a. Training animals to perform
 - b. Helping animals recover their health and strength
 - c. Putting animals in cages for life
 - d. Making animals do tricks
12. Why might pangolins be fearful of humans?
- a. They like being alone
 - b. They were kept as pets
 - c. They were hunted or had negative experiences with people
 - d. They are naturally shy
13. What does the hospital do after the animals recover?
- a. Keeps all of them in the hospital forever
 - b. Releases them into the wild if possible
 - c. Sells them to zoos
 - d. Moves them to another country
14. Which of the following is NOT mentioned in the text as a reason animals come to the hospital?
- a. Injury
 - b. Stress from city life
 - c. Being chased by other wild animals
 - d. Being displaced by human expansion
15. What is the relationship between the city and wildlife in this story?
- a. The city has no effect on wildlife
 - b. Urban growth pushes some wild animals into contact with humans

- c. Wild animals are helping build the city
 - d. Humans live far away from wildlife
16. What can be inferred about the hospital staff's feelings toward wildlife?
- a. They dislike wild animals
 - b. They are committed to caring for and protecting wild animals
 - c. They only care for animals when it's profitable
 - d. They refuse to work with large animals
17. What is the purpose of the text?
- a. To entertain with stories about animals
 - b. To inform about a wildlife hospital in an urban area
 - c. To persuade readers to adopt exotic pets
 - d. To argue for closing the hospital
18. Why is the hospital important for conservation?
- a. Because it breeds endangered species
 - b. Because it treats and releases wild animals harmed by human activity
 - c. Because it sells animals to other countries
 - d. Because it builds new zoos
19. What does "stressed" in the text imply about some wild animals?
- a. They are relaxed
 - b. They are afraid or anxious because of human contact
 - c. They want to live in the city
 - d. They like to be around people
20. What might happen if there were no such hospitals for wild animals?
- a. More wild animals would live happily near cities
 - b. Injured or stressed wildlife might not survive or recover
 - c. Wild animals would become pets easily
 - d. Cities would have fewer animals to look at

Key Answer of Post-Test

No	Key	No	Key	No	Key	No	Key
1	B	6	B	11	B	16	B
2	C	7	C	12	C	17	B
3	C	8	B	13	B	18	B
4	B	9	B	14	C	19	B
5	B	10	A	15	B	20	B

DOCUMENTATION CHECKLIST

NO	DOCUMENT	YES	NO
1	Lesson plans (RPPM)	✓	
2	Student attendance lists	✓	
3	Student Pre-test and Post-test score sheets	✓	
4	Photos of learning activities	✓	
5	Documentation checklist form	✓	

The Result of SPSS

1. Normality test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.138	35	.092	.954	35	.155
Post-Test	.129	35	.148	.952	35	.135

a. Lilliefors Significance Correction

2. Homogeneity Test

Tests of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
Gabungan nilai Pre- Test dan Post-Test	Based on Mean	.008	1	68	.930
	Based on Median	.000	1	68	1.000
	Based on Median and with adjusted df	.000	1	67.932	1.000
	Based on trimmed mean	.008	1	68	.928

3. SPSS Calculation Research

Paired Samples Test

		Paired Differences				t	df	Sig. (2- tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower				Upper
Pair 1	Score Pre- Test - Score Post- Test	- 26.286	5.194	.878	-28.070	-24.502	-29.942	34	.000



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3013/In.28/J/TL.01/07/2025
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SMAN 1 ANAK RATU AJI
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SMAN 1 ANAK RATU AJI berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **CYNDI CHARISMA RAMADANI**
 NPM : 2201051007
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF DIGITAL READING MEDIA ON THE
 READING COMPREHENSION OF TENTH GRADE
 STUDENTS AT SMAN 1 ANAK RATU AJI

untuk melakukan prasurvey di SMAN 1 ANAK RATU AJI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SMAN 1 ANAK RATU AJI untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juli 2025
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 1 ANAK RATU AJI

Jalan Rujungan Muda No. 01 Bandar Putih Tua Kecamatan Anak Ratu Aji Lampung Tengah Kode Pos 35513
 NSS/NPSN: 301120227048/10810759 Email : ara_sman@yahoo.co.id



SURAT KETERANGAN
 Nomor : 421.3/361/V.01/SMANIARA/2025

Sehubungan dengan surat dari Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor B-3013/In.28/J/TL.01/07/2025, perihal: Prasurvey dalam rangka penyelesaian Tugas Akhir/Skripsi tertanggal 28 Juli 2025, maka Kepala SMA Negeri 1 Anak Ratu Aji dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	: Cindi Charisma Ramadani
NIM	: 2201051007
Semester	: 7 (tujuh)
Jurusan	: Tadris Bahasa Inggris
Jenjang	: S1
Judul peneitian	: The Influence of Digital Reading Media on The Reading Comprehension of Tenth Grade Students at SMAN 1 Anak Ratu Aji

Bahwa yang bersangkutan diberikan izin Pra Survey dan Penelitian di SMAN 1 Anak Ratu Aji Lampung Tengah.

Demikian Surat Keterangan dibuat untuk dapat dipergunakan seperlunya.

Anak Ratu Aji, 8 Agustus 2025

Kepala Sekolah,


 Dr. SUPANTO, S.Pd., M.Pd.
 NIP. 19691122 200903 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1528/In.28/D.1/TL.00/11/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 ANAK RATU AJI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1527/In.28/D.1/TL.01/11/2025, tanggal 28 November 2025 atas nama saudara:

Nama : **CYNDI CHARISMA RAMADANI**
NPM : 2201051007
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 ANAK RATU AJI bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 ANAK RATU AJI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF DIGITAL READING MEDIA ON THE STUDENTS READING COMPREHENSION AT SMAN 1 ANAK RATU AJI".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 November 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



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SURAT TUGAS

Nomor: B-1527/In.28/D.1/TL.01/11/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **CYNDI CHARISMA RAMADANI**
NPM : 2201051007
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 ANAK RATU AJI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF DIGITAL READING MEDIA ON THE STUDENTS READING COMPREHENSION AT SMAN 1 ANAK RATU AJI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 November 2025



Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 1 ANAK RATU AJI

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 NSS/NPSN: 301120227048/10810759 Email : ara_sman@yahoo.co.id



SURAT KETERANGAN

Nomor : 421.3/483/V.01/SMANIARA/2025

Sehubungan dengan surat dari Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo, Nomor B-1528/In.28/D.1/TL.00/11/2025, perihal: Izin Research dalam rangka penyelesaian Tugas Akhir/Skripsi tertanggal 28 November 2025, maka Kepala SMA Negeri 1 Anak Ratu Aji dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	: Cyndi Charisma Ramadani
NIM	: 2201051007
Semester	: 7 (tujuh)
Jurusan	: Tadris Bahasa Inggris
Jenjang	: S1
Judul peneitian	: The Influence of Digital Reading Media on The Students Reading Comprehension of Tenth Grade Students at SMAN 1 Anak Ratu Aji

Bahwa yang bersangkutan diberikan izin Research di SMAN 1 Anak Ratu Aji Lampung Tengah.

Demikian Surat Keterangan dibuat untuk dapat dipergunakan seperlunya.

Anak Ratu Aji, 2 Desember 2025
 Kepala Sekolah,


Dr. SUFANTO, S.Pd., M.Pd.
 NIP. 19691122 200903 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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 IAIN METRO

Nama : Cyndi Charisma Ramadani
 NPM : 2201051007

Program Studi : TBI
 Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	20/07/ 2025.	- Title ok - Next steps baca 3 jurnal tentang Digital Reading.	
2	31/07/ 2025.	- Digital Reading <u>Media</u> 1. Digital Reading Platform. 2. Digital text. 3. Digital Reading Culture. <u>Introduction:</u> Penelitian tfg digital reading telah dilakukan oleh beberapa sajana. Penelitian yg ada mengenai pada: (1), (2), (3) ... Penelitian Digital Reading Media.	



Dr. Much Deiniatur, M.Pd.B.I
 NIP. 19880308 201503 1 006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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 IAIN METRO

Nama : Cyndi Charisma Ramadani
 NPM : 2201051007

Program Studi : TBI
 Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	3/09 2025	<p>Chapter I</p> <ul style="list-style-type: none"> - Cover. - spasi 2 - mechanical aspect - Bring the previous discussed text/draft <hr/> <p>You may continue writing Chapter II.</p> <p>You might want to come back on September 23, 2025.</p>	

Mengetahui,
 Ketua Program Studi TBI

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO**

Nama : Cyndi Charisma Ramadani
NPM : 2201051007

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	23/09 2024	<ul style="list-style-type: none"> - Literature Review. - [Please come back 7 Oct 2025. - Strategies - Scanning → Top-down Scheme. - Scanning → <u>bottom up</u> <li style="padding-left: 40px;">word - phrase - sentence - Discourse - Fonts (12) - Thesis Ready (media) - Apa saja media - Fungsi media 	

Mengetahui
Ketua Program Studi TBI



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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 IAIN METRO

Nama : Cyndi Charisma Ramadan
 NPM : 2201051007

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	7/10 2025.	<p>Chapter II</p> <ul style="list-style-type: none"> - Reading aloud, - Indicators of Reading Comprehension. - Significant <hr/> <p>Chapter III</p> <p>Sampling techniques</p> <hr/> <p>Chapter II also</p> <p>Chapter IV needs revision.</p> <p>Please come back at</p> <p>15 Oct 2025</p>	

Mengetahui,
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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NPM : 2201051007

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	23/10 2023	- Use paired T-Test - Use SPSS 26. - let me see the bibliographies (one more meeting before proposal seminar)	
7	31/10 2023	Have been revised according to ACC until seminar proposal.	

Mengetahui
Ketua Program Studi TBI



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Cyndi Charisma Ramadani
NPM : 2201051007

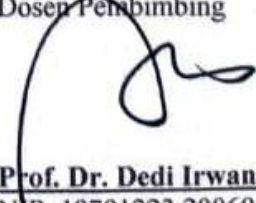
Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
8.	25/11 2025.	<p>Research instrument</p> <ul style="list-style-type: none"> - Blue print & - Text (needs improvement) - Items (goods, needs variation). - Face validity & - Content Validity - not yet. <hr/> <p>@@@ Chapter I-III for obtaining Research Permission</p> <p>Research instrument @@@</p>	



Mengetahui,
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN JURAI SIWO LAMPUNG**

Nama : Cyndi Charisma Ramadani
NPM : 2201051007

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9.	8/12 2025.	<p>Bab IV Should provide answers to research questions</p> <p>A. Research title → 4-5 paragraphs. Description</p> <p>B. The Effect of Using VOA</p> <ol style="list-style-type: none"> 1. Pretests Central tendencies 2. Post-tests 3. Homogeneity and Normality test 4. The result of pair - sample t-test <p>C. Discussion Balas interpretasi poin 4.</p>	7.20 am.

Mengetahui,
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Nama : Cyndi Charisma Ramadani
NPM : 2201051007

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
b.	8/12 2025	<p>Tipe the skeleton First</p> <p>A. _____ (5-6 paragraph)</p> <p>B. _____</p> <p>1. Pretest → Data, Tables, charts</p> <p>2. Post-test → Data, Tables, charts.</p> <p>3. Homogeneity & Normality Test,</p> <p>4. T-test</p> <p style="text-align: center;"> </p> <p>c. Discussion</p>	16.00 pm

Mengetahui,
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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
11	9/12 2025	<p>1 Table 7. 20 3 ur</p> <p>TTTT</p> <p>2</p> <p>(M)</p> <p>Graph/ Figure.</p> <p>Chapter II main discussion</p> <p>- Good progress</p>	

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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
12	10/12 2025 -	- Abstract - appendix - Paper for document	07.20 an
13	10/12 2025	<u>@@@ for Musyafiq</u>	15.00 pin

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Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : CYNDI CHARISMA RAMADANI
NPM : 2201051007
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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2. Treatment 1 & 2

Treatment 1



Treatment 2



3. Post-Test



CURRICULUM VITAE



The researcher named Cyndi Charisma Ramadani, was born in Gedung Sari on October 29, 2004, as the third child of Mr. Sugeng and Mrs. Wasini. She has two siblings, an older sister named Yuliana Dewi and an older brother named Andri Susanto. The researcher began her formal education at TK Aisyiyah Bustanul Athfal in 2008 and continued her elementary education at SDN 1 Gedung Sari in 2010. She then pursued her secondary education at SMPN 1 Anak Ratu Aji in 2016 and enrolled at SMAN 1 Anak Ratu Aji in 2019. In 2022, the researcher continued her higher education at the State Islamic University of Jurai Siwo Lampung, Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI), and complete it this year 2025.