

**READING COMPREHENSION OF TENTH-GRADE STUDENTS
AT SMAN 31 JAKARTA: A QUANTITATIVE DESCRIPTIVE
STUDY**



Intelligentia - Dignitas

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Farah Salsabila

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ABSTRACT

FARAH SALSABILA, 2026. *Reading Comprehension of Tenth-Grade Students at SMAN 31 Jakarta: A Quantitative Descriptive Study*. A Skripsi, English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study aimed to describe students' reading comprehension across four instructional meetings through repeated measures and to describe students' responses toward the use of interactive learning media in reading instruction. This study employed a quantitative descriptive study using repeated measures. The participants were 30 tenth-grade students of class X-10 at SMAN 31 Jakarta in the 2025/2026 academic year. Data were collected through reading comprehension tests administered at the end of each instructional meeting and a questionnaire administered after the fourth meeting. The data were analyzed using descriptive statistics. The findings showed an upward performance in students' reading comprehension scores across the four instructional meetings. The mean score increased from 78.80 to 85.33. Across the three comprehension aspects, lower-level comprehension consistently recorded the highest achievement, followed by middle-level and higher-level comprehension. The questionnaire results showed positive responses toward the use of interactive learning media, with an overall percentage of 85.09%. Based on these findings, teachers are encouraged to provide more interactive activities that support students' inferential and evaluative comprehension.

Keywords: Reading Comprehension, Repeated Measures, Quantitative Descriptive Study, Narrative Text

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ABSTRAK

FARAH SALSABILA, 2026. *Reading Comprehension of Tenth-Grade Students at SMAN 31 Jakarta: A Quantitative Descriptive Study*. A Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mendeskripsikan pemahaman membaca siswa melalui pengukuran berulang selama empat kali pertemuan pembelajaran serta mendeskripsikan respons siswa terhadap penggunaan media pembelajaran interaktif dalam pembelajaran membaca. Penelitian ini menggunakan desain kuantitatif deskriptif dengan pengukuran berulang (repeated measures). Partisipan penelitian ini adalah 30 siswa kelas X-10 SMAN 31 Jakarta tahun ajaran 2025/2026. Data dikumpulkan melalui tes pemahaman membaca yang diberikan pada akhir setiap pertemuan pembelajaran dan angket yang diberikan setelah pertemuan keempat. Data dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan adanya pola peningkatan pada skor pemahaman membaca siswa selama empat kali pertemuan. Nilai rata-rata meningkat dari 78,80 menjadi 85,33. Pada ketiga aspek pemahaman membaca, lower-level comprehension secara konsisten memperoleh capaian tertinggi, diikuti oleh middle-level comprehension dan higher-level comprehension. Hasil angket menunjukkan respons positif siswa terhadap penggunaan media pembelajaran interaktif dengan persentase keseluruhan sebesar 85,09%. Berdasarkan temuan tersebut, guru disarankan untuk menyediakan lebih banyak aktivitas interaktif yang mendukung pemahaman inferensial dan evaluatif siswa.

Kata Kunci: Pemahaman Membaca, Repeated Measures, Penelitian Kuantitatif Deskriptif, Teks Naratif

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