

CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of the most important skills in learning English as a foreign language. Through reading, students are expected to understand texts, identify main ideas, interpret messages, and construct meaning from texts. Reading also supports the development of other language skills, such as writing, speaking, and listening. Therefore, reading comprehension plays an important role in students' overall English achievement (Tarigan, 2015).

In the context of Indonesian education, reading comprehension is one of the competencies emphasized in the Kurikulum Merdeka. At the senior high school level, particularly in Phase E (Grade X), students are expected to achieve English proficiency equivalent to the B1 level of the Common European Framework of Reference (CEFR) (BSKAP, 2025a). At this level, students are expected to understand explicit and implicit information, analyze relationships between ideas, and interpret meaning from texts.

However, many Indonesian students still face difficulties in reading comprehension. This condition is also reflected in national literacy data. The PISA (2022) results showed that Indonesian students obtained a score of 359 in reading

literacy, which is below the OECD average. These results indicate that many secondary school students still struggle to understand, analyze, and evaluate texts in depth.

These challenges are also related to changes in learning habits in the digital era. According to data from the Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) in 2025, Indonesia had 229 million internet users out of a population of 284 million. High school students are part of the group with high internet use, with a penetration rate of 32.90%. Easy access to information may influence how students learn. Many students tend to search for quick answers rather than read texts carefully and thoroughly. When this habit is not balanced with appropriate literacy practices, students may spend less time processing information critically and comprehensively (Haleem et al., 2022).

This issue is also consistent with findings from previous studies. Pratiwi et al. (2021) found that students' reading comprehension remains relatively low due to limited engagement during reading activities. Similar indications were observed during the researcher's Praktik Keterampilan Mengajar (PKM) program, where many students showed difficulties in identifying implicit information, drawing conclusions, and answering reading comprehension questions. These findings suggest that students still face challenges in several important aspects of reading comprehension.

Although previous studies have reported positive findings, several research gaps remain. First, most previous studies examined the effectiveness of interactive learning media in improving students' reading comprehension. As a result, they mainly focused on whether students' reading scores increased after the implementation of the media rather than describing students' reading comprehension itself.

Second, previous studies generally reported students' reading comprehension through overall test scores. Only a few studies examined different aspects of reading comprehension separately. Therefore, there is still limited information about students' performance in different levels of reading comprehension, such as understanding explicit information, making inferences, and evaluating ideas in a text.

Third, most previous studies used experimental or pretest–posttest designs to measure changes in students' reading achievement. These designs compare students' performance before and after an intervention, but they provide limited information about how students' reading comprehension is reflected across repeated classroom assessments. As a result, students' reading comprehension has rarely been described through repeated measures during the learning process.

These gaps indicate the need for a study that provides a more detailed description of students' reading comprehension. Therefore, this study aims to describe students' reading comprehension through repeated measures. This approach is expected to provide richer information about students' reading comprehension.

To address these gaps, this study analyzes students' reading comprehension using three aspects adapted from Barrett's Taxonomy of Reading Comprehension: lower-level, middle-level, and higher-level comprehension. This categorization allows reading comprehension to be described not only through an overall score but also through different levels of comprehension, including understanding explicit information, making inferences, and evaluating ideas in a text. Examining these aspects separately is expected to provide a more detailed description of students' reading comprehension.

This study uses a quantitative descriptive study using repeated measures. Students' reading comprehension is measured repeatedly across four instructional meetings to describe their reading comprehension during the learning process. Therefore, this study focuses on describing students' reading comprehension among tenth-grade students through repeated measures. Specifically, the study describes students' performance in lower-level, middle-level, and higher-level comprehension across four classroom assessments and identifies students' responses to the use of interactive learning media during reading instruction.

1.2 Research Questions

1. How are students' lower-level, middle-level, and higher-level reading comprehension described across four instructional meetings?
2. What are students' responses toward the use of interactive learning media in reading instruction?

1.3 Purposes of The Study

1. To describe students' lower-level, middle-level, and higher-level reading comprehension across four instructional meetings.
2. To describe students' responses toward the use of interactive learning media in reading instruction.

1.4 Limitations of The Study

This study has several limitations to maintain the focus and clarity of the research findings:

1. This study uses a quantitative descriptive study using repeated measures design to describe students' reading comprehension across four instructional meetings. Since the study is limited to four meetings, the findings reflect students' reading comprehension within a relatively short instructional period.
2. The research subjects are limited to one class of tenth-grade students at SMAN 31 Jakarta in the 2025/2026 academic year. The class was selected based on accessibility and school considerations. Only students who participate in all four instructional meetings are included in the analysis. Students with incomplete data due to absence in one or more meetings are excluded from the analysis to ensure consistency across repeated measures. Therefore, the findings of this study cannot be generalized to all senior high school students.
3. This study focuses only on students' reading comprehension measured through three aspects of Barrett's Taxonomy: lower-level, middle-level, and higher-level comprehension. Other aspects of reading ability, such as reading fluency, reading motivation, and reading strategies, are beyond the scope of this study.

The reading materials are limited to texts adjusted to the B1 CEFR level based on the English learning outcomes for Phase E (Grade X) under the Kurikulum Merdeka.
4. This study uses only narrative texts as the reading materials, including legends, fables, and folktales adjusted to the B1 CEFR level. Therefore, the findings may

not represent students' reading comprehension when reading other text types, such as descriptive, recount, or expository texts, which may require different comprehension strategies.

With all these limitations, the study aims to provide a focused and systematic description of students' reading comprehension.

1.5 Significance of The Study

Based on these research objectives and the expected contribution of the study, this study has several theoretical and practical significances. Theoretically, this study is expected to contribute to the literature on reading comprehension by providing a more detailed description of students' reading comprehension during classroom instruction. While many previous studies mainly focused on measuring the effectiveness of learning media or reporting students' overall reading scores, this study describes students' reading comprehension through repeated measures across four instructional meetings.

In addition, this study examines reading comprehension through three aspects adapted from Barrett's Taxonomy: lower-level, middle-level, and higher-level comprehension. By describing these aspects separately, the study is expected to provide a more comprehensive understanding of students' reading comprehension instead of presenting it as a single overall score.

Furthermore, this study contributes methodologically by applying a quantitative descriptive study using repeated measures. This approach provides an

alternative way to describe students' reading comprehension throughout the learning process and may enrich future classroom-based reading comprehension research.

Practically, the findings of this study are expected to provide useful information for English teachers about students' reading comprehension during classroom instruction. The description of lower-level, middle-level, and higher-level comprehension may help teachers identify students' strengths and difficulties in different aspects of reading comprehension. In addition, for schools, the findings may support the implementation of interactive learning activities that encourage students to engage more actively with reading texts.

For future researchers, this study may serve as a reference for conducting research on reading comprehension using repeated measures. It may also provide useful information for studies that investigate different text types, instructional media, classroom contexts, or longer observation periods.

1.6 State of The Art

Recent studies have explored reading comprehension from different perspectives. Some studies investigated the effectiveness of interactive learning media in improving students' reading comprehension, while others examined students' reading comprehension levels using Barrett's Taxonomy. These studies have contributed to the understanding of reading instruction and students' reading performance in different educational contexts.

Research on interactive learning media has shown that digital media can support students' engagement and reading activities during classroom instruction. At

the same time, studies using Barrett's Taxonomy have demonstrated that reading comprehension can be described through different comprehension levels. In addition, previous studies have applied various research designs, including experimental and quantitative descriptive approaches, to investigate students' reading comprehension.

Therefore, this study extends the existing literature by describing students' reading comprehension through repeated measures across four classroom assessments. Instead of examining the effectiveness of a particular learning medium, this study focuses on describing students' reading comprehension based on three aspects adapted from Barrett's Taxonomy: lower-level, middle-level, and higher-level comprehension. Conducted with tenth-grade students in a senior high school context, this study is expected to provide a more detailed description of students' reading comprehension during classroom instruction and to contribute an alternative methodological approach for reading comprehension research.

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