

**IMPROVING READING COMPREHENSION USING MOBILE LEGENDS
HERO STORY FOR SENIOR HIGH SCHOOL STUDENTS**

(An Undergraduate Thesis)

By:

Fiter Ardani



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2025

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An Undergraduate Thesis

Submitted in Partial Fulfilment of

The Requirements for the S-1 Degree

In

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The Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

IMPROVING READING COMPREHENSION USING MOBILE LEGENDS HERO STORY FOR SENIOR HIGH SCHOOL STUDENTS

By

Fiter Ardani

This study investigates the effectiveness of using a Mobile Legends hero story as reading material to improve reading comprehension among senior high school students. A quantitative approach with a one-group pre-test and post-test design was applied to class X.9 at SMAN 1 Pagelaran. Students completed a 25-item multiple-choice test covering five aspects of reading: main idea, specific information, reference, inference, and vocabulary. The results revealed a significant improvement, with the mean score increasing from 54.71 in the pre-test to 69.16 in the post-test, resulting in a gain of 14.45 points. Statistical analysis using the paired sample t-test showed a significance value of 0.000, below the alpha level of 0.05, and a t-value of 13.425, exceeding the t-table value of 2.042. These findings indicate that the null hypothesis was rejected, and the alternative hypothesis was accepted. Among the aspects tested, vocabulary showed the highest improvement, followed by inference and main idea, while specific information had the smallest increase. The study concludes that integrating engaging and contextually relevant materials, such as the Mobile Legends hero story, can effectively enhance students' reading comprehension, while also pointing out areas that require further focus in future research.

Keywords: *Mobile Legends, Reading Comprehension, Hero Story, Narrative Text, Senior High School Students*

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MOBILE LEGENDS HERO STORY FOR SENIOR HIGH
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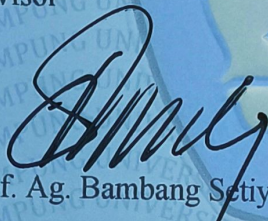
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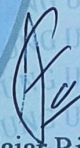
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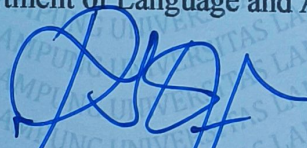


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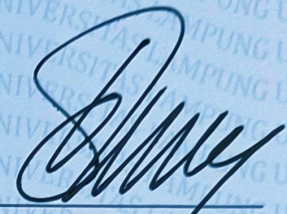
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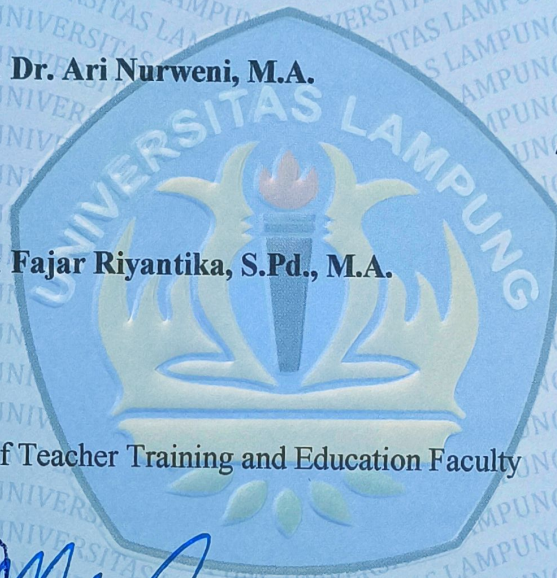
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Yang membuat pernyataan



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CURRICULUM VITAE

Fiter Ardani was born in Tangkit Serdang on August 12, 2003. He is the youngest child of Sutijo and Warniati and has two older brothers and one older sister.

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Later that year, he was accepted into the English Education Study Program at the University of Lampung. During his time as an undergraduate student, he actively participated in various academic and social programs. He joined the *Kuliah Kerja Nyata* (KKN) community service program in Sidomakmur, Way Panji Sub-district, where he gained valuable real-world experience in education and community development. Alongside the KKN program, he also completed his *Pengenalan Lapangan Persekolahan* (PLP) at SMKN 1 Way Panji, further strengthening his practical understanding of teaching and the school environment. In the seventh semester, he also participated in the *Kampus Mengajar* program, where he was assigned to SMPN 22 Bandar Lampung for one semester. These experiences greatly contributed to the development of his leadership, adaptability, and communication skills.

As part of the requirements for completing his undergraduate degree, he conducted research at SMAN 1 Pagelaran. His research focused on improving students' reading comprehension through the use of Mobile Legends hero story, aiming to create a more engaging and relatable learning experience for senior high school students.

MOTTO

“Accept everything just the way it is.”

— Miyamoto Musashi —

DEDICATION

The writer sincerely dedicates this thesis to:

My dearest parents, Sutijo and Warniati

All the inspiring lecturers who have supported and motivated me throughout my
academic journey

My fellow friends from the 2021 English Education Study Program

My beloved alma mater, the University of Lampung

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The writer hopes that this thesis will provide a meaningful contribution to the field of education, particularly in the area of English language teaching. Acknowledging that this work is still far from perfect, the writer humbly welcomes any suggestions and constructive criticisms for future improvement.

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I. INTRODUCTION

Some points are mentioned in this chapter as prior knowledge from the study. Those consist of the background of the problem, research question, research objectives, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

Reading comprehension is the cognitive process of interpreting text, discerning its significance, and integrating it with pre-existing knowledge. It encompasses several fundamental skills, including decoding linguistic symbols, inferring meaning beyond the explicit content, and synthesizing information to construct a coherent understanding. Proficient comprehension necessitates not merely the capacity to read text fluently but also to comprehend the context, identify underlying themes, and appreciate linguistic subtleties.

According to the 2019 National Reading Index reported by Solihin, Utama, Pratiwi, and Novirina (2019), the reading literacy level of Indonesian students when engaging with Indonesian texts is considered to be at a low level. This indicates a significant challenge for educators to improve reading skills and comprehension among students. Various interventions and innovative teaching methods are needed to address this issue and enhance the overall literacy rate. Utilizing engaging and relevant materials, such as stories from popular culture, can be an effective strategy to capture students' interest and motivate them to improve their reading proficiency.

According to Rohmani (2022), many Indonesian EFL students display low reading motivation, largely due to their difficulty in understanding vocabulary found in English texts. This lack of motivation leads to reduced engagement in reading activities and negatively affects their reading comprehension performance. As students struggle to

make sense of unfamiliar words, they often become discouraged and less willing to interact with reading materials. In response to this issue, educators are seeking innovative and engaging methods to reignite students' interest in reading, one of which involves the use of familiar and enjoyable content, such as the narratives of Mobile Legends heroes, to increase motivation and enhance comprehension outcomes.

Baker & Wigfield (1999) examined how reading materials that align with students' interests can increase their engagement and comprehension of texts. Their study found that when students are provided with reading materials that resonate with their personal interests, they are more likely to be engaged and motivated, leading to improved comprehension and retention of the content. This suggests that aligning educational content with student interests can be a powerful strategy for enhancing learning outcomes.

Furthermore, consistent reading practice, the application of active reading strategies, and exposure to a wide range of texts are instrumental in improving comprehension abilities. By fostering these skills, individuals can achieve a more profound and nuanced understanding of texts, thereby enriching their academic and intellectual experience. Research has shown that reading comprehension is influenced by various factors, including the reader's prior knowledge and experience, the text's complexity and coherence, and the reader's motivation and interest.

Reading comprehension is not a fixed ability, but rather it can be improved through strategic instruction and practice, such as the use of graphic organizers and summarization techniques (National Reading Panel, 2000). Additionally, the development of reading comprehension skills is critical for academic success and lifelong learning, as it enables individuals to access and understand a wide range of texts and information.

"Mobile Legends: Bang Bang" is a highly popular multiplayer online battle arena (MOBA) game that captivates millions of players worldwide. One of the game's most

engaging features is its diverse roster of heroes, each of whom boasts a unique backstory intricately woven with rich plots and deep character development. These stories are not just entertaining; they also offer significant educational value, making them ideal reading materials for students. Mobile Legends records over 90 million active users worldwide on a monthly basis. Mobile Legends is one of the most popular video games, especially in Southeast Asia (Fitriana & Rois, 2023).

The narrative depth found in each hero's background story is crafted to immerse players in the game's universe, providing them with a deeper understanding of the characters they choose to play. This level of detail can transform a simple gaming experience into a multifaceted literary journey. By exploring the histories, motivations, and relationships of these characters, players can enhance their empathy and gain insights into different perspectives and cultures.

It is not always necessary to learn or acquire a new language in a classroom or other formal environment. Language learners benefit more from technology-enhanced language learning activities than traditional ones that solely require teachers and students to be present in the school. Moreover, leveraging these engaging stories can provide a unique opportunity to enhance reading comprehension among senior high school students. These narratives, brimming with vivid descriptions, complex characters, and intricate plots, can serve as an effective medium to captivate students' attention and foster a genuine interest in reading. Given that many students are already familiar with and enthusiastic about Mobile Legends, utilizing the game's hero story can create a relevant and motivational context for reading activities.

The use of the Mobile Legends hero story aligns with several educational theories and practices that emphasize the importance of connecting learning materials to students' interests and real-life experiences. According to constructivist learning theory, students construct new knowledge by connecting it to what they already know and find relevant.

By integrating popular culture and familiar content, educators can make reading activities more engaging and meaningful for students (Bransford et al., 2000).

Furthermore, the diverse range of characters and stories within Mobile Legends offers a broad spectrum of themes and topics that can be explored in the classroom. From tales of heroism and sacrifice to narratives about friendship and overcoming adversity, these stories provide rich content for developing various reading comprehension skills. Teachers can use this story to create exercises that focus on reading comprehension aspects such as the main idea, specific information, reference, inference, and vocabulary.

Integrating the Mobile Legends hero story into reading comprehension exercises for senior high school students presents a promising approach to enhancing their literacy skills. By leveraging content that students are passionate about, educators can foster a more engaging and effective learning environment. This innovative method not only aims to improve students' reading abilities but also seeks to instill a lifelong love for reading and storytelling. Through strategic instruction and practice using familiar and captivating narratives, students can develop stronger comprehension skills that are essential for academic success and personal growth.

1.2 Research Question

In light of the previously discussed background, the researcher defines the problem as follows:

1. Is there a significant improvement in students' reading comprehension after being taught using the Mobile Legends hero story?

1.3 Research Objectives

The objectives of the research are as follows:

1. To determine whether there is a significant improvement in students' reading comprehension after being taught using the Mobile Legends hero story.

1.4 Uses of the Research

The significance of this research is outlined as follows:

1. From a theoretical perspective, the researcher expects this study to provide valuable insights for future investigations related to the use of Mobile Legends hero stories in teaching reading comprehension.
2. Practically, as information for English teachers who want to improve students' reading comprehension by using the Mobile Legends hero story.

1.5 Scope of the Research

This research is a quantitative one. It is conducted at a senior high school. This research uses the Mobile Legends hero story as the teaching material.

1.6 Definition of Terms

In order to avoid misunderstanding from the readers, definitions of terms are provided as follows:

1. Reading comprehension is the skill to grasp, analyze, and extract meaning from written texts. It involves identifying the main ideas, locating specific details, interpreting references, drawing inferences, and comprehending vocabulary.
2. Teaching reading comprehension is the process of helping individuals, typically students, develop the skills necessary to understand and interpret written texts effectively.
3. Mobile Legends is a popular multiplayer online battle arena (MOBA) game where players control characters known as heroes, each with their unique stories, abilities, and roles within the game.

4. Hero story in Mobile Legends are narrative backgrounds for each character, adding context and depth. These stories make the characters more relatable and engaging for players.
5. Improvement refers to the act or process of making something better or enhancing its quality, performance, or condition.

II. LITERATURE REVIEW

This chapter reviews theories that support this research. It consists of concepts of reading, types of reading, reading comprehension, teaching reading, mobile legends, procedures, advantages, and disadvantages of using mobile legends hero story, previous studies, theoretical assumptions, and hypothesis.

2.1 Concepts of Reading

Reading is the comprehension of written texts, involving two interconnected processes: word recognition and comprehension. Word recognition is the process of understanding how written symbols relate to spoken language, while comprehension involves making sense of words, sentences, and connected text (Pang et al., 2003). They further explain that readers with background knowledge, vocabulary, grammatical understanding, experience with texts, and other strategies are better equipped to comprehend written material.

Reading, alongside listening, speaking, and writing, is a vital skill for students. It enables them to explore various subjects and equips them for the future. Reading plays an essential role in our everyday lives since many sources of information are presented in written form. When done effectively, reading can be a pleasurable activity. It's crucial for students to feel motivated to develop their reading skills and to read broadly to expand their knowledge. Reading serves multiple purposes, such as gathering information, confirming existing knowledge, enjoying a good story, or improving language comprehension.

According to Nunan (2003), reading is a fluent process where readers integrate information from a text with their own background knowledge to construct meaning. Prior to reading, readers possess pre-existing knowledge that helps them understand

the text more easily. Once they grasp the meaning of the text, they can effortlessly extract information from it. Reading means different things to different people; for some, it involves recognizing written words, while for others, it is an opportunity to practice pronunciation and speaking.

Research has demonstrated that several elements affect reading comprehension. These include the reader's existing knowledge and experiences, the complexity and coherence of the text, and the reader's motivation and interest levels (Graesser, 2007). Moreover, these factors interact in complex ways. For instance, a reader with extensive background knowledge may find a complex text easier to understand, while a well-structured and coherent text can enhance comprehension even for less motivated readers. Additionally, high interest in the subject matter can compensate for lower prior knowledge or complex text structure, highlighting the multifaceted nature of reading comprehension.

In conclusion, reading is a multifaceted skill that encompasses both word recognition and comprehension, allowing individuals to decode written symbols and make sense of the text. It is a vital skill that enables students to explore various subjects, gather information, confirm knowledge, enjoy stories, and improve language comprehension. Reading plays a significant role in everyday life, making it essential for students to develop strong reading skills and motivation to read broadly. Effective reading is not only functional but can also be a source of pleasure and personal enrichment.

2.2 Types of Reading

According to Patel and Praveen (2008), there are four primary types of reading, each serving distinct purposes and benefiting language learners in unique ways. These types are Intensive Reading, Extensive Reading, Aloud Reading, and Silent Reading. Understanding and applying these types appropriately can significantly enhance language acquisition and literacy skills.

1) Intensive Reading

Intensive reading is a highly focused and detailed form of reading. It involves close engagement with the text under the guidance of a teacher. This type of reading is crucial for language learners who aim to deepen their understanding of linguistic structures, vocabulary, and idiomatic expressions. During intensive reading sessions, students tackle complex texts, which help them identify and overcome difficulties in grammar and syntax. Moreover, it lays a solid foundation for enhancing their language control, both in spoken and written forms. Intensive reading sessions often include activities like detailed text analysis, comprehension exercises, and discussions that delve into the nuances of the language.

2) Extensive Reading

In contrast to intensive reading, extensive reading involves engaging with material that is easier and more accessible to the learner. The primary goal of extensive reading is to develop the ability to read fluently and enjoyably in the target language without constant assistance from a teacher. By selecting texts that are slightly below the learner's current proficiency level, extensive reading encourages a more natural and enjoyable reading experience. This type of reading fosters a habit of independent reading, where learners can immerse themselves in the language through stories, articles, and other engaging content. Extensive reading can also serve as a basis for various classroom activities, such as oral reports or class discussions, where students share their understanding and insights gained from their reading.

3) Aloud Reading

Reading aloud is an essential component of language teaching, especially at the primary education level. It involves vocalizing the text, which aids in developing accurate pronunciation and intonation. Teachers should prioritize aloud reading exercises in early education as it forms the foundation for correct word pronunciation. If neglected at the primary stage, students may face challenges with pronunciation at more advanced levels of learning. Aloud reading helps students become familiar with

the sounds of the language, rhythm, and intonation patterns. It also provides an opportunity for teachers to correct pronunciation errors and for students to gain confidence in speaking.

4) Silent Reading

Silent reading is a critical skill in language learning, aimed at enhancing the learner's ability to read and comprehend text independently. Unlike aloud reading, silent reading involves reading without vocalizing the words, which allows for faster and more efficient processing of information. This type of reading is essential for acquiring a vast amount of information and developing a habit of reading that can be sustained over long periods. Teachers should encourage silent reading once learners are comfortable reading without significant difficulties. Silent reading helps in building concentration, comprehension, and the ability to internalize and reflect on the content being read. It is a skill that, when nurtured, enables learners to engage with texts in a more profound and personal way, fostering a lifelong habit of reading.

In summary, the four types of reading Intensive Reading, Extensive Reading, Aloud Reading, and Silent Reading each play a crucial role in language development. Intensive Reading deepens understanding of linguistic structures and vocabulary. Extensive Reading promotes fluency and independent reading habits. Aloud Reading helps develop pronunciation and speaking confidence, especially at the primary level. Silent Reading enhances comprehension and information processing. By integrating these reading types, educators can support comprehensive language proficiency and foster a well-rounded reading experience.

2.3 Reading Comprehension

Reading comprehension is a multifaceted cognitive process that goes beyond mere decoding of words on a page. It involves the intricate interplay between a reader's background knowledge, strategies, and the textual elements presented. This process is not static; rather, it evolves through deliberate practice and strategic learning

techniques. For instance, employing graphic organizers, summarization methods, and active engagement strategies recommended by the (National Reading Panel, 2000) can significantly enhance one's ability to extract and construct meaning from texts.

King and Stanley (1989) state that reading comprehension has five components contained in reading texts, including understanding the main idea, which is the central point or most important concept in a text, as well as identifying specific information, which refers to locating details explicitly stated. It also includes recognizing references, such as pronouns or other words that connect different parts of the text for coherence. Inferences are crucial, as they involve making logical deductions based on the text to understand implicit meanings. Lastly, vocabulary comprehension is essential, requiring the reader to grasp the meanings of words and phrases within the context, often using context clues to decipher unfamiliar terms.

Snow (2002) underscores the dual nature of reading comprehension, where readers simultaneously extract information from the text and construct meaning through their engagement with the written language. This process involves not only understanding the explicit content but also inferring implicit meanings and making connections across different parts of the text. Such cognitive activities require a blend of lower-level skills like decoding and vocabulary comprehension, as well as higher-order skills such as inference-making and critical analysis, as noted by Keenan et al. (2008).

According to Klingner et al. (2007), reading comprehension is akin to a dynamic dialogue between the reader and the text, where prior knowledge and reading strategies play pivotal roles. Readers bring their unique perspectives and experiences to the text, influencing how they interpret and interact with the information presented. Factors such as the reader's interest in the subject matter and their familiarity with the text's genre further shape this interaction, highlighting the individualistic nature of comprehension.

Moreover, the development of proficient reading comprehension skills is crucial for academic success and lifelong learning. Baker (2002) highlights how these skills enable individuals to navigate and understand diverse texts and information sources effectively, thereby fostering continuous growth and knowledge acquisition.

In short, reading comprehension is a complex and dynamic process that demands active engagement, critical thinking, and strategic use of prior knowledge. It involves not just understanding the literal meaning of words but also constructing coherent interpretations and insights. By employing various instructional strategies and fostering a supportive learning environment, educators and learners alike can enhance their ability to comprehend and derive meaning from texts across different disciplines and genres.

2.4 Teaching Reading

Teaching reading has evolved significantly over the years, with educators continually seeking effective strategies to enhance student comprehension and engagement. One crucial aspect of modern reading instruction is the use of material, which can encompass various forms, including printed texts, visual aids, and interactive resources. The integration of these materials in reading instruction aims to address the diverse learning needs of students, making reading a more engaging and effective process. Reading material should be engaging, culturally relevant, and appropriate for the reader's developmental level. It plays a crucial role in motivating students and enhancing their comprehension skills. By selecting texts that align with students' interests and cognitive abilities, educators can foster a deeper connection to the content and improve reading outcomes (Tompkins, 2014).

To effectively teach the five key aspects of reading comprehension, including the main idea, specific information, references, inferences, and vocabulary, educators can employ targeted strategies. For understanding the main idea, teachers can guide students in identifying central themes and summarizing content. Specific information

can be taught through activities that require locating and extracting details from texts. References are addressed by teaching students to identify and interpret pronouns and other reference words. Inferences can be developed through exercises that encourage students to read between the lines and make logical guesses based on context. Vocabulary instruction involves using context clues, word maps, and related activities to deepen students' understanding of new words.

Collaborative learning methods can further enhance reading instruction by fostering peer interaction and shared problem-solving. Group discussions, partner reading, and cooperative projects allow students to explore texts collectively, promoting a deeper understanding of the material. Collaborative activities can also include group analyses of Mobile Legends hero stories, where students work together to identify key aspects of reading comprehension within the narrative.

The use of reading material, specifically Mobile Legends video game content and hero stories, provides an innovative approach to teaching reading comprehension. Mobile Legends hero stories, with their rich narratives and engaging characters, can be used to illustrate reading concepts in a context that resonates with students. Teachers can incorporate these stories into lessons, using them as a basis for activities that address the five key aspects of comprehension. For example, students might analyze the main ideas and specific information within a hero's backstory, discuss references to other characters or events in the game, and make inferences based on the story's plot twists. Vocabulary development can be enhanced through exploring the terminology and jargon specific to the Mobile Legends universe.

In conclusion, the integration of diverse and engaging reading materials, such as Mobile Legends hero stories, provides a dynamic and effective approach to teaching reading comprehension. By aligning reading content with students' interests and cognitive levels, educators can enhance motivation and comprehension skills. Additionally, collaborative learning methods further enrich the learning experience,

fostering deeper understanding through peer interaction and shared problem-solving. This multifaceted approach not only connects with students' interests but also supports the development of critical reading skills in a way that is both meaningful and relevant to contemporary youth culture.

2.5 Mobile Legends

Mobile Legends: Bang Bang (MLBB) is a highly acclaimed mobile-based multiplayer online battle arena (MOBA) game developed and released by Moonton. The gameplay involves two teams of five players, where each participant controls a distinct hero with specific skills and roles, such as tank, mage, marksman, assassin, or support. The main goal is to eliminate the opponent's base while safeguarding one's own, requiring strategic planning and team coordination across three primary lanes and the jungle areas. MLBB features a diverse roster of heroes that are regularly updated, enhancing the game's dynamics and keeping the player base engaged with new content and balance adjustments.

From an academic perspective, various studies have explored the impacts of playing Mobile Legends on students. For instance, a study by Rochmayanti (2021) highlighted the potential for game addiction to affect students' learning motivation and emphasized the significant role of parental intervention in mitigating these negative effects. Another research study discussed how technological advancements, including games like Mobile Legends, significantly influence education. These advancements can provide both positive and negative consequences depending on usage patterns and the balance between gaming and academic responsibilities (Asry et al., 2023).

Furthermore, there are concerns about the effects of Mobile Legends on students' academic performance and health. Studies have shown that excessive gaming can lead to decreased academic performance and various health issues. For example, a research paper focusing on Grade 11 students found that prolonged gameplay could negatively affect their grades and physical well-being, underscoring the need for moderation and

balanced time management (Nelly & Prasetyo, 2023). These findings highlight the importance of addressing the potential adverse effects of gaming while recognizing its entertainment and social value.

2.5.1 Hero Story

Mobile Legends: Bang Bang (MLBB) features a rich and diverse roster of heroes, each with their own unique backstory that adds depth to the game's universe. These stories often explain the heroes' origins, motivations, and their roles in the game's world. For instance, Alucard, a famous fighter in MLBB, is known for his tragic past. As a child, he witnessed the slaughter of his family by demons, which drove him to become a demon hunter, seeking vengeance and justice. His story is one of resilience and a relentless pursuit of retribution, painting him as a determined and powerful hero in the game's lore.

Another hero, Layla, is a marksman who hails from a technologically advanced society. Her story revolves around her quest to protect her homeland from dark forces using her powerful Malefic Gun, a weapon that harnesses the power of pure energy. Layla's courage and determination are central themes in her story, highlighting her role as a defender of her people. Her narrative showcases the blend of technology and heroism, setting her apart as a symbol of hope and protection in the face of adversity.

Miya, an elf and expert archer, is driven by her duty to protect her homeland, the Moonlit Forest. After witnessing the destruction caused by invaders, she takes up arms to defend her people and restore peace. Her journey is one of resilience and dedication, showcasing the themes of loyalty and the fight against oppression. Miya's backstory emphasizes her commitment to her people and her willingness to stand against overwhelming odds, making her a beloved character among players. This hero story not only enhance the lore of Mobile Legends but also provide players with a deeper connection to the characters they play. Each hero's narrative is crafted to give them a unique identity, making the gameplay experience more immersive and engaging.

2.6 Procedures for Teaching Reading Using Mobile Legends Hero Story

This study applies both collaborative learning and the scientific approach in teaching reading comprehension. These approaches are chosen to promote student interaction, critical thinking, and deeper understanding of texts. Febrianti et al. (2023) showed that Collaborative Strategic Reading (CSR), a method rooted in collaborative learning, helps students identify main ideas and comprehend texts better through group discussion. Meanwhile, Melyadi & Fadloeli (2019) proved that the scientific approach enhances reading outcomes by guiding students through steps like observing, questioning, and associating. These findings support the step-by-step reading procedures used in this research. The following steps outline the procedures to implement this approach in the classroom:

- Introduce the Mobile Legends hero story by asking students if they know the game or have a favorite hero to spark their interest.
- Guide students to read the story individually and understand the content.
- Help students identify the main idea of the story by discussing the central message or theme.
- Ask students to find and highlight specific information or details from the story that support the main idea.
- Teach students to recognize references in the text, such as pronouns, and explain what they refer to in the story.
- Encourage students to make inferences from Eudora's actions, feelings, or events, helping them to draw logical conclusions.
- Ask students to find words they consider unfamiliar, then find and discuss their meanings.

2.7 Advantages and Disadvantages of Using Mobile Legends Hero Story

Using the Mobile Legends hero story in educational settings presents both advantages and disadvantages:

Advantages:

1. Engagement and Motivation:

Mobile Legends' diverse and captivating hero narratives can significantly enhance student engagement in learning activities. According to research, games with immersive storytelling elements like Mobile Legends can increase motivation and participation among students, fostering a more dynamic learning environment.

2. Language Skills Development:

The game can be leveraged to improve language skills, particularly in narrative writing and spoken English. Students perceive it as a fun and interactive way to practice language, making learning more enjoyable. This approach has been shown to positively impact students' language proficiency and confidence in using English in various contexts.

3. Cognitive Benefits:

Research indicates that playing Mobile Legends can enhance cognitive abilities such as problem-solving and strategic thinking. These abilities play a vital role in both academic achievement and practical, real-world situations, as they foster critical thinking and help learners make well-reasoned choices even in high-pressure circumstances.

Disadvantages:

1. Potential Distraction:

The game's immersive nature may distract students from focusing on academic tasks, leading to reduced productivity. Studies suggest that excessive gameplay can interfere with students' ability to concentrate on schoolwork and may contribute to lower academic performance.

2. Time Management Challenges:

Integrating Mobile Legends into the curriculum requires careful planning to ensure it supports learning objectives without compromising academic schedules. Educators must balance gameplay with structured learning activities to maximize educational benefits while minimizing disruptions.

3. Behavioral Concerns:

Excessive gameplay can sometimes lead to behavioral issues, impacting students' social interactions and overall well-being. Studies have highlighted the potential for increased aggression and decreased social skills among students who spend significant time playing video games like Mobile Legends.

In conclusion, while Mobile Legends hero story offer compelling advantages such as increased engagement, language skills development, and cognitive benefits, educators must carefully navigate potential drawbacks like distractions, time management challenges, and behavioral concerns. By integrating the game thoughtfully into educational settings with clear objectives and monitoring, educators can harness its potential to enhance learning experiences while addressing these challenges effectively. Balancing enjoyment with academic goals remains key to leveraging Mobile Legends' educational potential responsibly.

2.8 Previous Studies

Several previous studies have explored topics related to this research. In the present study, the researcher will refer to some of these works as supporting references.

The first study conducted by Dananjaya and Kusumastuti (2019), entitled “Students' Perception on Online Game Mobile Legends for Vocabulary Development”, examined students' perceptions regarding the use of the Mobile Legends game in supporting English vocabulary development. This study employed a descriptive quantitative approach by distributing questionnaires to eighth-semester students at Universitas Muhammadiyah Purwokerto. The findings indicated that most participants responded positively to the use of Mobile Legends as both a medium and content for enhancing vocabulary learning. This was due to the in-game interactions, such as communication between players and understanding gameplay terms, which required students to learn and use a wide range of English vocabulary.

Although the primary focus of the study was on vocabulary development, the findings provide valuable insight into how Mobile Legends can serve as a potential medium or material in English language learning more broadly. This is highly relevant to the current study, which employs hero narratives from Mobile Legends as instructional materials aimed at enhancing students' reading comprehension abilities. Whether for building vocabulary or understanding texts, the game offers an immersive and meaningful context for learners, particularly because its storyline, dialogues, and terminology are delivered in English and promote active player engagement.

Thus, the study by Dananjaya and Kusumastuti supports the idea that Mobile Legends is not merely a form of entertainment but can also be utilized for educational purposes in language learning. While their study demonstrated the game's potential in the aspect of vocabulary, this research takes it a step further by exploring the potential of hero narratives as reading texts to develop students' comprehension skills. Both studies complement and strengthen the argument that the use of familiar and favored media or materials, such as Mobile Legends, can significantly enhance the effectiveness of English language learning.

The next study conducted by Amin and Wahyudin (2022), titled “The Impact of Video Game: Age of Empires II Toward Students’ Reading Comprehension on Narrative Text”, discusses how the classic strategy game Age of Empires II can improve students' understanding of narrative texts. This study applied a quasi-experimental method involving high school students to observe the effect of using video games in reading instruction. The results showed a significant improvement in reading comprehension scores after the students used the game as a learning medium and material. This was because players had to understand the historical narrative, missions, and strategies within the game, which indirectly trained them to comprehend storylines and detailed information critically.

This study is highly relevant to the present research, as both utilize video games as a means to enhance reading skills. The difference lies in the type of narrative: while Age of Empires II is based on long historical strategies, the current study uses hero stories from Mobile Legends, which are shorter, more visual, and emotionally engaging, yet still contain essential narrative elements such as background, conflict, and character development. Both types of games indicate that story-based content in games can have a positive impact on students’ reading abilities, especially as they actively engage with texts to achieve specific objectives within the gameplay.

Thus, Amin and Wahyudin’s research reinforces the theoretical foundation that digital games with narrative elements can enhance students' literacy skills, particularly in understanding narrative texts. Their study supports the idea that learning materials aligned with students' interests, such as video games, can be effective and contextual tools for learning. In the current study, Mobile Legends is used as a more modern and relevant alternative to students' interests, which is expected to yield similar results in developing reading comprehension skills.

Another relevant study was conducted by Nadhif (2021), entitled “The Impact of The Walking Dead Video Game on Students' Reading Comprehension on Narrative Text.”

This study aimed to determine how interactive video games influence students' ability to comprehend narrative texts. Using a quantitative method, the researcher involved students as participants and provided treatment through the game *The Walking Dead*. The findings indicated that although students responded positively to the learning experience and showed increased motivation, the statistical analysis revealed no significant improvement in their reading comprehension scores. This outcome suggests that while the game's engaging and complex storyline captured students' interest, it did not directly translate into measurable gains in reading comprehension.

Despite the lack of significant statistical improvement, this study remains relevant to the present research, as it highlights the role of narrative-based games in increasing learner engagement. While Nadhif used a zombie-themed game with branching storylines and moral choices that required textual understanding, the current study employs hero stories from *Mobile Legends*, which also contain essential narrative components such as background, conflict, and character development. Both approaches seek to integrate emotionally engaging content to make the reading experience more enjoyable and relatable.

Therefore, Nadhif's research still provides meaningful insight into the use of digital games as alternative learning media. It reinforces the idea that materials familiar to students, such as popular video games, can enhance motivation and emotional involvement in the learning process. Although the study did not demonstrate significant improvement in reading scores, it supports the rationale for incorporating story-driven content like *Mobile Legends* hero narratives as part of a broader effort to engage students and enrich reading comprehension activities.

Based on the previous studies mentioned above, it can be concluded that video games with narrative elements have the potential to contribute positively to the improvement of students' reading comprehension skills. While not all studies showed statistically significant improvements, they consistently highlight how game narratives can serve

as engaging and contextual learning materials. These games encourage students to interact with storylines, characters, conflicts, and key textual information in meaningful ways. This supports the current research, which utilizes the Mobile Legends hero story to enhance students' comprehension of narrative texts through familiar and enjoyable content.

Therefore, this study not only builds upon the insights of previous research but also proposes a new approach to teaching reading comprehension by using materials that align with students' interests and daily experiences. By incorporating hero stories from Mobile Legends, the learning process is expected to foster higher motivation, emotional engagement, and deeper understanding of texts among students.

2.9 Theoretical Assumption

Reading is a fundamental skill in the acquisition of English as a foreign language, integral to the overall language-learning process. To foster effective reading instruction, it is imperative that educators not only choose appropriate pedagogical strategies but also incorporate engaging and relevant materials into their lessons. Engaging materials play a crucial role in maintaining students' interest and concentration, which is particularly vital for reading activities. Reading is essential in our social lives, serving as a bridge through which readers obtain information and ideas from authors via written language. Therefore, utilizing effective reading materials is critical in enhancing students' reading comprehension abilities, warranting a thorough evaluation of various materials and their impacts on students' understanding.

The process of reading comprehension is shaped by multiple factors, including the reader's existing knowledge, reading objectives, the content and characteristics of the text, and the materials employed to facilitate the reading tasks. Given that many students encounter difficulties in comprehending texts, it is essential for teachers to identify and utilize suitable materials to support reading instruction. This ensures that students can effectively extract and interpret the meaning from the texts they encounter.

In this research, the focus is on improving reading comprehension among senior high school students through the use of a Mobile Legends hero story as the main reading material. The underlying rationale is that when students are exposed to content that is familiar and engaging, such as the story of a Mobile Legends hero, they are more likely to process the information more meaningfully. This meaningful engagement is expected to support the development of their reading comprehension skills. Although increased motivation and interest may arise as a result of using such relatable content, the primary aim of this approach is to enhance students' ability to understand and analyze texts through the integration of contextually relevant reading material.

Furthermore, leveraging a Mobile Legends hero story in the classroom aligns with the principles of culturally responsive teaching, where instructional content reflects the cultural backgrounds and interests of the students. This method not only fosters a more inclusive learning environment but also bridges the gap between students' everyday experiences and academic content. Consequently, students are more likely to develop a positive attitude towards reading, as the material is both relevant and engaging. This approach also supports the development of critical thinking skills, as students analyze and interpret the narratives and characters within the Mobile Legends story, fostering a deeper level of cognitive engagement with the text.

In conclusion, the use of Mobile Legends hero story as material for teaching reading comprehension holds significant promise. By tapping into the interests and cultural contexts of the students, this method aims to create a more engaging and effective learning experience, ultimately leading to improved reading comprehension skills.

2.10 Hypothesis

The hypothesis of this research can be formulated:

H₁: There is a significant improvement in students' reading comprehension after being taught using the Mobile Legends hero story.

This chapter has discussed a literature review of the research, including the explanation of the concepts of reading, types of reading, reading comprehension, teaching reading, mobile legends, procedures, advantages and disadvantages of using mobile legends hero story, previous studies, theoretical assumptions, and hypothesis to provide an insight to this research. The next chapter will deal with the methods that will be used in this research.

III. METHODS

This chapter deals with the research design, research variables, population and sample, data collection technique, research instruments, procedure of the research, quality of the research instrument, try out of the instrument, scoring system, data analysis, and hypothesis testing.

3.1 Research Design

In an effort to improve students' reading comprehension, this study centers on the use of hero stories from Mobile Legends as instructional material. A quantitative research approach is applied to examine whether students' reading comprehension skills show any progress. The study adopts a one-group pretest-posttest design, which aims to evaluate students' development by comparing their test scores before and after the treatment. This design effectively captures changes in students' reading comprehension through their performance in both pre-test and post-test assessments. The research design is illustrated as follows:

T1 X T2

T1 represents the pretest administered before the use of Mobile Legends hero stories, aiming to assess students' reading comprehension levels prior to the treatment being applied.

X denotes the treatment phase, in which the researcher utilizes the Mobile Legends hero story as a material to enhance students' reading comprehension.

T2 indicates the posttest conducted after the treatment, intended to evaluate the extent of students' improvement following the implementation of the Mobile Legends hero story.

3.2 Research Variables

As stated by Setiyadi (2013), a variable is a noun that represents variation within a group of entities, such as gender, performance, motivation, behavior, or environment. In the context of research, variables are essential for evaluating the effects of certain treatments. There are two primary types of variables: the independent variable and the dependent variable.

1. The dependent variable refers to the outcome being observed and measured to identify the influence of the independent variable. In this study, the dependent variable is students' reading comprehension (Y).
2. The independent variable, on the other hand, is the factor deliberately manipulated or introduced to examine its effect on the dependent variable. In this case, the independent variable is the Mobile Legends hero story (X).

3.3 Population and Sample

Population, according to Sugiyono (2010), is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher. It encompasses the entire group that the researcher is interested in studying, providing a comprehensive framework for data collection and analysis. A sample, as defined by Sugiyono (2013), is a portion of the population that possesses these same qualities and characteristics. Sampling is essential because studying the entire population is often impractical due to time and resource constraints. The population of this research was students from SMAN 1 Pagelaran. The sample was 31 students from X.9 class of SMAN 1 Pagelaran.

3.4 Data Collection Technique

To gather the data, the researcher employed a testing method. This involved administering an objective reading comprehension test, consisting of both a pre-test

and a post-test. Prior to the actual tests, a try-out test was also conducted to ensure the quality of the instrument.

1. Pre-test

The pre-test was carried out in a single session before the implementation of the treatment. Its purpose was to assess the students' initial reading comprehension ability. The test comprised 25 multiple-choice questions, each with four answer options: a, b, c, and d. Students were given 90 minutes to complete the test.

2. Post-test

The post-test was given following the treatment phase. It contained the same 25 multiple-choice questions as the pre-test; however, the sequence of the questions was rearranged. The time allotted for the post-test remained 90 minutes. This test was designed to measure any significant improvement in students' reading comprehension as a result of the treatment.

3.5 Research Instrument

The main instrument utilized in this study is a reading comprehension test presented in the form of multiple-choice questions. Two sets of tests are used: a pre-test and a post-test. The pre-test serves to evaluate students' reading comprehension abilities prior to the implementation of the treatment, while the post-test is conducted afterward to assess any progress made. This method enables a comparative analysis of students' performance before and after the treatment.

3.6 Procedure of The Research

1. Selection of Population and Sample

The researcher chose a class of first-grade senior high school students to represent the target population at this educational level. To measure their reading comprehension, both pre-tests and post-tests were administered in a multiple-

choice format. The reading passages used in these tests were derived from a single Mobile Legends hero story, selected for its engaging and familiar narrative. The comprehension questions focused on five essential aspects: identifying the main idea, locating specific information, understanding references, making inferences, and interpreting vocabulary.

2. Selection of Instruments and Materials

The primary instrument in this study was a reading comprehension test specifically constructed to evaluate students' reading proficiency. The teaching material used during the intervention consisted of the selected Mobile Legends hero story.

3. Administration of the Pre-Test

To establish a baseline of the students' reading comprehension prior to the intervention, a pre-test was conducted. This test included 25 multiple-choice items designed to assess their initial reading ability. Student responses were scored, and their performance levels were converted into percentages to serve as a reference for post-treatment comparison.

4. Implementation of the Treatment

The experimental class underwent three treatment sessions, each lasting 135 minutes, following the time allocation stated in the syllabus for first-grade senior high school. Throughout these sessions, the Mobile Legends hero story was employed as the central instructional material. The sessions focused on delivering the content in an engaging way that related to students' interests, thereby aiming to improve their reading comprehension.

5. Administration of the Post-Test

After the treatment sessions were completed, a post-test was administered to evaluate any advancements in the students' reading comprehension. The post-test consisted of the same 25 multiple-choice questions as the pre-test, ensuring consistency in assessment. Its purpose was to determine the effectiveness of incorporating the Mobile Legends hero story into the learning process.

6. Data Analysis

The data gathered from both pre-test and post-test results were analyzed using the Statistical Package for the Social Sciences (SPSS). This analysis involved comparing students' scores before and after the treatment to assess the impact of the intervention. The statistical results offered insights into how effective the use of Mobile Legends hero stories was in enhancing students' reading comprehension skills.

3.7 Quality of Research Instrument

To guarantee the accuracy and credibility of the research results, it is essential to conduct a comprehensive evaluation of the research instrument's quality. An effective instrument must precisely measure the intended constructs and produce stable, consistent outcomes under varying circumstances. In this study, the quality of the reading comprehension test was assessed based on several key components: validity, reliability, item difficulty, discrimination index, and normality. Each of these factors plays a vital role in determining how well the instrument performs in assessing students' reading comprehension. The following subsections outline the procedures and standards used to evaluate each of these elements.

3.7.1 Validity

According to Setiyadi (2006), validity refers to the extent to which an instrument measures what it is intended to measure. He identifies five types of validity: face validity, content validity, predictive validity, construct validity, and concurrent validity. In this study, the researcher employs three types of validity: content validity, construct validity, and face validity to provide evidence supporting the validity of the test instrument.

- a) Content validity assesses whether an assessment instrument effectively captures the material it is intended to measure. In the context of this research, content validity is ensured by aligning the test items with the five aspects of reading comprehension: main idea, specific information, inference, reference, and vocabulary. Each

question in the reading comprehension test is constructed based on these aspects to reflect the skills that students are expected to develop. Furthermore, the Mobile Legends hero story used in the test is selected not only for its engaging and age-appropriate content but also for its potential to generate questions that cover all five aspects of reading comprehension. The researcher ensures that the instrument accurately measures students' reading comprehension by comprehensively designing the test items to represent these targeted skills.

Table 3.1 Specification of Validity Test

No .	Aspects of Reading Comprehension	Items Numbers	Total	Percentages
1	Main Idea	1,2,3,4,5,6,7,8,9,10	10	20%
2	Specific Information	11,12,13,14,15,16,17,18,19,20	10	20%
3	Reference	21,22,23,24,25,26,27,28,29,30	10	20%
4	Inference	31,32,33,34,35,36,37,38,39,40	10	20%
5	Vocabulary	41,42,43,44,45,46,47,48,49,50	10	20%
Total			50	100%

- b) Construct validity refers to the extent to which a test accurately measures the theoretical construct it is intended to assess, in this case, students' reading comprehension ability. In this study, construct validity is established by designing test items that reflect five essential aspects of reading comprehension: main idea, specific information, inference, reference, and vocabulary. These aspects are derived from well-established theories in reading comprehension and are commonly used as benchmarks in evaluating students' understanding of written texts. Each item is systematically developed to assess a specific cognitive skill related to these aspects, ensuring that the test captures a broad and balanced

representation of reading comprehension. By aligning the items with these theoretical constructs, the test does not merely evaluate surface-level reading, but instead measures deeper comprehension processes that reflect students' actual abilities. This careful alignment strengthens the construct validity of the instrument, ensuring that it effectively and accurately measures what it is intended to measure.

- c) Face validity refers to the extent to which a test appears, on the surface, to measure what it is intended to measure. Unlike other forms of validity, it is based on subjective judgment, particularly from test takers, teachers, and other relevant stakeholders. In this study, face validity is established by involving English teachers in reviewing both the selected Mobile Legends hero story and the corresponding reading comprehension test items. Their feedback affirms that the materials are not only engaging and age-appropriate for senior high school students but also aligned with the learning objectives of reading comprehension. The teachers judged the test items as suitable in terms of language level, relevance to the students' interests, and coverage of essential reading aspects. This positive perception provides initial assurance that the test appears to be valid and appropriate from the viewpoint of those directly involved in the teaching and learning process.

3.7.2 Reliability

Reliability refers to the extent to which a measurement instrument consistently produces similar results under stable conditions. As stated by Setiyadi (2006), an instrument can be regarded as reliable if it yields consistent outcomes when administered to the same participants under equivalent circumstances. In this research, the reliability of the reading comprehension test was evaluated using Cronbach's Alpha coefficient, with calculations performed using IBM SPSS Statistics version 26.

Cronbach's Alpha (α) serves as an indicator of internal consistency, reflecting how well the items within a test are correlated as a group. The formula used to calculate Cronbach's Alpha is as follows:

$$\alpha = \frac{k}{k-1} \times \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where:

- α : Cronbach's Alpha coefficient
- k : number of items
- σ_i^2 : variance of each item
- σ_t^2 : total variance of the overall test scores

A Cronbach's Alpha score exceeding 0.70 is generally viewed as acceptable, while values above 0.80 or 0.90 reflect a high to very high level of reliability. A high reliability value suggests that the test items consistently assess the same underlying construct.

3.7.3 Difficulty Level

The difficulty level indicates how challenging a test item is for students. It is calculated by dividing the number of correct responses by the total number of students. The result is interpreted as follows: items with an index below 0.30 are considered difficult, those between 0.30 and 0.70 are of medium difficulty, and those above 0.70 are considered easy.

3.7.4 Discrimination Power

Discrimination power assesses an item's ability to differentiate between high-achieving and low-achieving students. This is an important feature because a good test item should be answered correctly by students who understand the material and incorrectly by those who do not. The discrimination index is usually interpreted as follows: 0.40

and above is considered good, 0.30–0.39 is acceptable, 0.20–0.29 is marginal, and below 0.20 is poor. Items with good discrimination power help ensure that the test can clearly distinguish between different levels of student performance.

3.7.5 Normality of Test

A normality test is conducted to assess whether the data follow a normal distribution pattern. This is a crucial step, as many statistical procedures, especially parametric tests like the t-test, rely on the assumption of normally distributed data. Two commonly used methods for testing normality are the Kolmogorov-Smirnov and Shapiro-Wilk tests. If the obtained significance value (p-value) is greater than 0.05, the data are considered to be normally distributed. Conversely, a p-value less than 0.05 indicates a deviation from normality.

3.8 Try Out of the Instrument

Based on the results of the try-out test administered to class X.8, the researcher analyzed the quality of the instrument used for the pre-test and post-test. The test initially consisted of 50 multiple-choice questions, with an equal distribution of 10 questions for each of the five reading comprehension aspects: main idea, specific information, reference, inference, and vocabulary. From these, only 25 items were selected for the actual research. The selected items were question numbers: 1, 2, 4, 5, 8, 11, 15, 16, 19, 22, 23, 24, 25, 26, 28, 29, 34, 35, 36, 37, 40, 42, 43, 46, and 47. Here is the percentage distribution of the five reading aspects included in the selected questions: main idea (5 questions, 20%), specific information (4 questions, 16%), reference (7 questions, 28%), inference (5 questions, 20%), and vocabulary (4 questions, 16%). The selection of these items was based on the results of item analysis, which was conducted to ensure that each question met the required standards of test quality. Further details of the selected items are presented in the following sections.

a. Validity Test

In this research, the Pearson Product-Moment correlation was used to test the validity of each item. This statistical method is appropriate because the data distribution was confirmed to be normal, making Pearson correlation suitable for measuring the linear relationship between individual item scores and the total test score. A test item is considered valid if the significance value (Sig. 2-tailed) is less than 0.05, indicating a statistically significant correlation. In addition, the Pearson correlation coefficient (r) reflects the strength of the relationship, with higher values (e.g., above 0.5) suggesting stronger validity. From the validity test results, all 25 selected items were found to be valid, as their Sig. (2-tailed) values were below 0.05, and their Pearson correlation coefficients ranged from moderate to high. For instance, item 2 correlated at 0.612 (high), item 5 at 0.511 (moderate), and item 46 at 0.642 (high), all showing significant values ($p < 0.05$). These results indicate that the test items had a good correlation with the total score and were appropriate for measuring students' reading comprehension.

b. Reliability Test

The reliability test showed a Cronbach's Alpha of 0.896 for the 25 selected items, which falls into the category of very high reliability. This means that the test items were consistent and reliable for use in both pre-test and post-test stages.

Table 3.2 Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.896	25

c. Discrimination Power

All selected items had acceptable discrimination indices. Many items, such as number 2 (0.575), 4 (0.609), 22 (0.600), and 46 (0.608) were categorized as high in discrimination power, while the rest like number 9 (0.321), 19 (0.398), and 35 (0.381) were in the moderate category. No selected items had very low or negative

discrimination, which implies that the questions could effectively differentiate between high and low achievers.

d. Difficulty Level

The difficulty index of the selected items mostly fell within the medium category, with only two items categorized as easy. For instance, item 15 had a difficulty index of 0.76, and item 28 had 0.79, which are classified as easy. The remaining items, such as item 1 (0.31), item 19 (0.66), and item 34 (0.52), had medium-level difficulty. This indicates that the majority of the items were appropriately challenging for the students, making them suitable for evaluating reading comprehension skills in this research.

e. Normality Test

The normality test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine whether the distribution of try-out scores was normal. The results are presented below:

Table 3.3 Result of Try-Out Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	.113	29	.200 [*]	.933	29	.066

Based on the output, the Kolmogorov-Smirnov significance value is 0.200 and the Shapiro-Wilk significance value is 0.066, both of which are greater than 0.05. This indicates that the try-out score data are normally distributed.

In conclusion, the selected 25 items used in the pre-test and post-test were valid, reliable, had good discrimination power, appropriate levels of difficulty, and were normally distributed. Therefore, these items were considered suitable for measuring the students' reading comprehension performance in this study.

3.9 Scoring System

Before calculating the scores, the researcher first established the scoring procedure or technique. Arikunto's formula was adopted, using an ideal maximum score of 100. Both pre-test and post-test results were computed based on the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S: The score of the test

R: The total right answer

N: The total of test items

(Arikunto, 1999)

3.10 Data Analysis

After conducting both pre-tests and post-tests, the researcher analyzed the data using a T-test to determine whether the Mobile Legends hero story effectively improved students' reading comprehension. This analysis is performed using SPSS, following these steps:

1) Scoring the Pre-Test and Post-Test

The students' responses on both the pre-test and post-test were evaluated and assigned scores accordingly.

2) Tabulating the Test Results and Calculating the Mean

The results from the pre-test and post-test were organized into tables, and the mean scores were calculated for each. The average score was determined using the following formula:

$$M = \frac{\sum X}{N}$$

Notes:

M = Mean (average score)

$\sum X$ = Total Students score

N = Total Students

(Hatch & Farhady, 1982)

3) Interpreting the Tabulated Data

Conclusions were drawn based on a statistical analysis of the tabulated test results using computerized methods, specifically the paired sample t-test in the Statistical Package for the Social Sciences (SPSS). This analysis aimed to determine whether the observed improvement in students' scores was statistically significant. A significance level of $p < 0.05$ was used as the threshold for determining meaningful differences.

3.11 Hypothesis Testing

The researcher is currently comparing the results of pre-test and post-test assessments to determine whether there is a significant improvement in students' reading comprehension after teaching them using the Mobile Legends hero story. This analysis involves conducting a Repeated Measures t-test in the Statistical Package for the Social Sciences (SPSS). The significance level is set at 0.05, indicating that the hypothesis will be accepted if the p-value is less than 0.05, ensuring a probability of error in the hypothesis of approximately 5%. The hypothesis testing is formulated as follows:

H_0 : (Null Hypothesis) There is no significant improvement in students' reading comprehension after being taught using Mobile Legends hero story.

H_1 : (Alternative Hypothesis) There is a significant improvement in students' reading comprehension after being taught using Mobile Legends hero story.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings and provides suggestions for teachers and future researchers who are interested in conducting similar studies.

5.1 Conclusion

Based on the data analysis and the discussion of the research findings, the researcher draws the following conclusions:

1. The findings indicated a statistically significant improvement in students' reading comprehension following the implementation of the Mobile Legends hero story as instructional material. According to the SPSS analysis, the mean difference between the post-test and pre-test scores was 14.452, with a standard deviation of 5.994 and a standard error of 1.076. The t-value obtained was 13.425 with 30 degrees of freedom, and the two-tailed significance value was 0.000. Since the p-value (0.000) is less than the significance threshold of 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. These results validate that incorporating the Mobile Legends hero story into reading activities significantly enhanced the students' reading comprehension abilities.
2. The Mobile Legends hero story effectively enhanced students' reading comprehension skills across various aspects, including vocabulary, inference, main idea, and reference, all of which showed statistically significant improvement. Although the gain in specific information was relatively smaller and not statistically significant, the overall trend highlights the potential of integrating familiar and engaging content to improve students' comprehension. The use of such relatable material appeared to boost students' motivation and involvement in reading tasks,

supporting the idea that interest-based approaches can create more meaningful learning experiences.

The integration of the Mobile Legends hero story into reading activities proved to be an effective strategy to support students' reading comprehension development. By combining academic goals with students' interests, this approach not only improved specific reading skills but also created a more engaging classroom environment. This study suggests that using innovative and contextualized texts, such as popular game-based stories, can be a valuable alternative in English language teaching, especially in promoting deeper understanding and enthusiasm for reading.

5.2 Suggestion

Based on the conclusions presented earlier, the researcher offers the following constructive suggestions:

1. Suggestions for English Teachers

- a. English teachers are encouraged to incorporate engaging and relatable materials, such as the Mobile Legends hero story, into their reading comprehension lessons. Based on the findings of this study, the use of game-based narratives can effectively enhance students' reading comprehension by increasing their interest, motivation, and active participation during the learning process. When students are more emotionally and personally connected to the content, they tend to engage more deeply with the text.
- b. To ensure that the use of such media leads to meaningful improvement, teachers are advised to emphasize the core reading skills that were the focus of this research. These include identifying main ideas, locating specific information, recognizing references, making logical inferences, and understanding vocabulary in context. Clear guidance on these skills will help students build stronger comprehension strategies.

- c. Even though the material is engaging, it is essential for teachers to maintain clear instructional goals and actively monitor students' progress. Teachers should provide structured guidance, set clear expectations, and check students' understanding throughout the process. By doing so, the integration of game-based content can serve not just as entertainment, but as a purposeful medium that genuinely supports the development of students' reading comprehension skills.

2. Suggestions for Future Researchers

- a. Although this study showed an overall improvement in students' reading comprehension scores, the fact that several students still failed to meet the minimum passing grade (KKM) suggests that the treatment was not equally effective for all learners. Future researchers are encouraged to explore strategies that can provide more consistent improvement across all students, possibly by adjusting the difficulty level of the materials or offering differentiated instruction based on students' reading proficiency.
- b. Some students in this study appeared more interested in the non-academic elements of the Mobile Legends story, such as character designs, game settings, and battle scenes, which may have distracted them from focusing on key reading aspects. This was particularly noticeable during group discussions, where the collaborative learning approach encouraged peer interaction but sometimes led to conversations that drifted away from the story's academic focus. Future studies could investigate how to balance engaging content with a stronger academic focus, perhaps through the integration of clearer instructional guidance, comprehension checkpoints, or simplified storytelling that still captures students' interest while maintaining attention on the learning objectives.

In conclusion, this study showed that using game-based materials like the Mobile Legends hero story can effectively enhance students' reading comprehension by increasing their engagement and motivation. However, the results also indicated that not all students benefited equally, as some were distracted by the entertainment elements. Therefore, teachers are encouraged to combine such engaging content with clear instructional focus and active monitoring, while future researchers are advised to explore strategies that address these distractions and apply similar approaches to other skills or contexts.

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