

**THE USE OF “READWORKS” TO IMPROVE STUDENTS’ READING
COMPREHENSION OF NARRATIVE TEXT AT SMA IT ALIA
TANGERANG**

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ABSTRAK

PENGUNAAN READWORKS UNTUK MENINGKATKAN PEMAHAMAN MEMBACA TEKS NARATIF SISWA DI SMA IT ALIA TANGERANG

Oleh

Lathifa Puan Azizah

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan ReadWorks sebagai media pembelajaran dapat meningkatkan pemahaman membaca teks naratif siswa. Populasi penelitian ini adalah siswa kelas X tahun ajaran 2024–2025 di SMA IT Alia Tangerang. Sampel terdiri dari satu kelas dengan dua puluh enam siswa. Penelitian ini menggunakan desain satu kelompok pretest-posttest dan metode kuantitatif. Data dikumpulkan dengan memberikan pre-test kepada siswa kemudian dinilai dengan post-test, dan hasilnya dianalisis menggunakan Uji T Sampel Berpasangan. Hasil penelitian menunjukkan bahwa ReadWorks secara signifikan meningkatkan pemahaman membaca, dengan nilai rata-rata meningkat dari 54,7 pada pre-test menjadi 79,0 pada post-test dan nilai p sebesar 0,000 ($<0,05$). Pemahaman membaca siswa meningkat melalui penggunaan ReadWorks, yang juga memotivasi mereka untuk lebih banyak membaca. Kesimpulannya, ReadWorks dapat dimanfaatkan dalam kelas membaca untuk meningkatkan pemahaman siswa terhadap teks naratif dan meningkatkan semangat mereka dalam membaca.

Kata Kunci: *Teks Naratif, Pemahaman Membaca, ReadWorks*

ABSTRACT

THE USE OF READWORKS TO IMPROVE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT SMA IT ALIA TANGERANG

By

Lathifa Puan Azizah

The purpose of this study was to determine whether using ReadWorks as a teaching tool enhanced students' reading comprehension of narrative texts. Tenth-grade students from the 2024–2025 school year served as the population for the study, which was conducted at SMA IT Alia Tangerang. The sample consisted of one class of twenty-six pupils. A one-group pretest-posttest design and quantitative methodology were used in the study. The data were taken by assigning students a pre-test then assessed with post-test, and the results were analyzed using a Paired Sample T-Test. The results demonstrated that ReadWorks significantly improved reading comprehension, with mean scores increasing from 54.7 on the pre-test to 79.0 on the post-test and a p-value of 0.000 (<0.05). Students' reading comprehension was enhanced by using ReadWorks, which also motivated them to read more. To sum up, ReadWorks can be utilized in reading classes to improve students' comprehension of narrative texts and boost their enthusiasm for reading.

Keywords: *Narrative Text, Reading Comprehension, ReadWorks*

Research Title : **THE USE OF “READWORKS” TO
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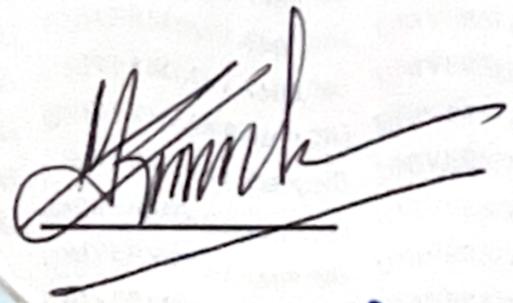
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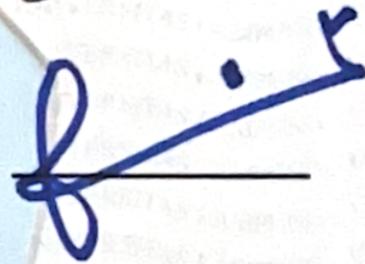
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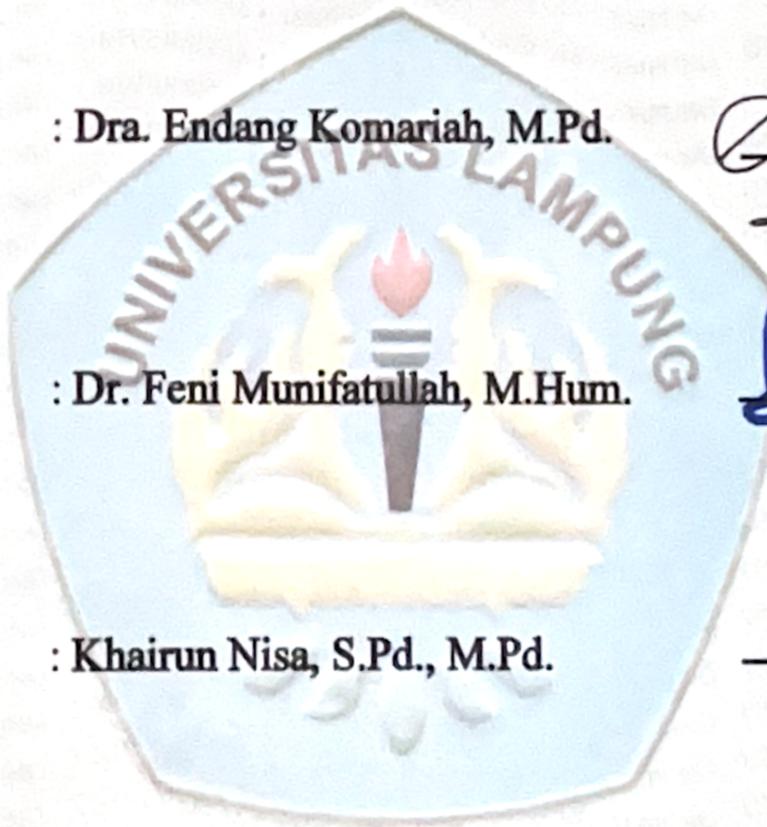
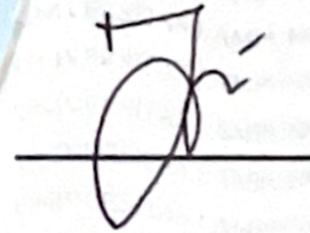
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

On July 17, 2002, Lathifa Puan Azizah was born in Lampung. She is Alfi Nugraha and Ardi Palupi's first child. After completing her studies at PG Beruang Madu in 2006, she went on to TK Aisyiyah 80 Al-Ihsan, where she graduated in 2008. She attended SD Plus Islamic Village for her elementary education until 2011. After that, she transferred to SDIT Alia Nurul Jihadi, where she graduated in 2014. After completing her studies at MTs Al-Ma'tuq in 2017, she attended MA Al-Ma'tuq for her high school education, graduating in 2020.

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In 2025, she had an opportunity to get more experience in creating marketing contents and managing social media marketing by being an intern on the marketing team at Genza Education Perumnas. In the same year, she was also accepted to be

an English tutor in Just Speak Indonesia, which allows her to implement the teaching method, language skills, and class management she gained during her studies.

MOTTO

“The only person who can sympathize with you and understand you, is you.”

- Misato Katsuragi (Neon Genesis Evangelion, 1995) -

DEDICATION

This thesis is dedicated to:

The Almighty Allah 'Azza wa Jalla

My beloved father, Alfi Nugraha

My beloved mother, Ardi Palupi

My honorable lecturers

My beloved siblings, Mija, Mira, Ara, Abdu, and Ama

My beloved grandparents

My beloved friends

And my alma mater, Universitas Lampung.

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Lathifa Puan Azizah

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I. INTRODUCTION

The background, research question, objectives, uses, scope, and definitions of some terms that will be used frequently in the study will all be covered in this chapter.

1.1 Background

Along with speaking, listening, and writing, reading is one of the most crucial language skills. According to Brown (2004), reading is a sophisticated cognitive process that involves decoding symbols to create or extract meaning (reading comprehension). This implies that reading requires mental processes like letter and word recognition. It draws attention to the mental work required to comprehend written material, which is crucial for developing strong reading and comprehension abilities. According to Cline (2006), reading involves deciphering and comprehending written material. Converting symbols, such as Braille, into spoken words is a necessary part of understanding. The goal of the reading, the context, the background, and the reader's skills and knowledge all influence comprehension. To put it briefly, reading is the process of deriving meaning from written material, primarily through interpretation.

According to Olson & Diller (1982), reading comprehension is a term used to describe the abilities required to comprehend and apply information found in written material. According to Oakhill et al. (2015), reading comprehension is crucial for broader learning, academic success, and career success in addition to text comprehension. Because we use social media, text messaging, and email, it also matters in our social lives. Reading comprehension is a difficult task requiring a wide range of cognitive abilities.

According to Anderson & Anderson (1997), a narrative text is a piece of writing that tells a story while entertaining and educating the reader or listener. According to Rebecca et al. (2003), a narrative is a sequence of chronologically and logically connected events that are either caused or experienced by certain factors. Additionally, she clarified that comprehension of a narrative necessitates an understanding of the plot, theme, characters, events, and their interrelationships. Since each story has its own values, the primary objective of narrative texts is to amuse readers by sharing real or imagined experiences.

Nonetheless, reading comprehension remains a challenge for a large number of Indonesians. Indonesians scored lower than the OECD (Organization for Economic Cooperation and Development) average, which is ranked 71st out of 80 countries with a score of 359, according to PISA (Programme for International Student Assessment) reading performance data from 2022. Indonesia ranks 41st out of 45 countries in terms of reading achievement, according to the Progress of International Reading Literacy Study (PIRLS) conducted in 2011. It implies that reading comprehension among Indonesian students needs to be strengthened. This also applies to English literacy. Many Indonesian students find it difficult to read literary works written in English, according to Rahman (2018). The Indonesian curriculum also emphasizes the value of reading comprehension. Students in the 10th grade should study a variety of texts, including narrative texts. According to the Merdeka Curriculum, students in the tenth grade should be able to understand narrative texts both orally and in writing.

Students' poor reading comprehension can be attributed to a number of factors. Students' disinterest in the teaching reading is one of the causes. It's because the instructor uses out-of-date resources or techniques. According to Rahman et al. (2023), the use of conversational methods in the classroom resulted in low reading scores and a lack of interest in the learning process. Teachers must use appropriate teaching strategies to improve students' reading comprehension. Lack of vocabulary is another factor contributing to students' poor reading comprehension of English literature (Noviarini, 2021).

In order to solve these issues and help students get better at English, educators should figure out how to make learning activities more engaging. Teachers can now use digital resources in place of traditional ones thanks to technological advancements. Digital reading platforms, online resources, and other technology-based methods can enhance students' reading comprehension abilities, boost their interest in the text, and offer a more dynamic learning environment, claims Kumar (2023). These platforms provide a variety of multimedia components and interactive features that can captivate students and aid in the development of their comprehension. According to Pae (2020), digital text has a different impact on comprehension and information processing than print. Script relativity may be impacted by more balanced brain functions brought about by digital media.

ReadWorks is one platform that works well for learning to read digitally. A free website called ReadWorks provides teachers with tools and resources to help them raise their students' reading proficiency and comprehension. The data reports can also be used by teachers to monitor their students' reading development. The platform seeks to provide effective reading teaching resources. ReadWorks, which is based on scientific research, offers integrated tools, teacher guidance, and tested content to improve student achievement and teacher efficacy. According to Arabo et al. (2017), the ReadWorks website provides students in grades K–12 with over 2,600 free informational and literary passages. The National Audubon Society, History.com, and the American Museum of Natural History were among the partner organizations that provided the remaining passages, with about half coming from professional journalists and writers. Important research on subjects like comprehension abilities, read-alouds, teaching vocabulary, creating background knowledge, and teaching text structure and syntax is also summarized on the website.

A good online reading tool for raising students' reading comprehension levels is ReadWorks. This was demonstrated by some earlier research, such as a study by Fithriyah (2021), which demonstrated that ReadWorks can be used in

place of customizing reading assignments in an online learning environment according to the circumstances. Their vocabulary fluency and reading motivation will consequently increase, fostering their innate desire to learn. If the teacher and students collaborate to discuss subjects that the students are passionate about, their motivation will increase. However, Fitriani & Sunarti (2024) discover that ReadWorks is a very useful tool for enhancing high school students' reading comprehension abilities, showing noticeably better results than conventional teaching techniques.

Although some researchers have already used ReadWorks in the classroom, they have not discovered any studies that use ReadWorks to enhance students' comprehension of particular types of texts, particularly narrative texts. As a result, the researcher chose to carry out this study under the heading "The Use of "ReadWorks" to Improve Students' Reading Comprehension of Narrative Text at SMA IT Alia Tangerang."

The purpose of this study is to determine whether ReadWorks can enhance students' comprehension of narrative texts and inspire them to improve their reading abilities.

1.2 Research Question

Based on the background above, this study presents the following problem statement:

Is there any significant improvement on students' reading comprehension of narrative text after using ReadWorks?

1.3 Objectives of the Research

The following are the research goals based on the aforementioned research questions:

To find any significant improvement on students' reading comprehension of narrative text after using ReadWorks.

1.4 The Uses of the Research

Are anticipated to provide both theoretical and practical advantages in accordance with the aforementioned goals:

1. In theory, this research can validate earlier findings and provide a basis for additional research.
2. In practice, this study can assist English teachers in using ReadWorks to enhance their students' comprehension of narrative texts.

1.5 The Scope of the Research

This study investigates the potential benefits of using ReadWorks to enhance students' comprehension of narrative texts. A class of 26 students in the 10th grade at SMAIT Alia Tangerang participated in the study. This school was chosen as the research site because the tenth-grade curriculum that includes narrative text which suit the focus of this research. The researcher was also an alumnus of the school, making it easier to access and obtain permission to conduct the research there. The researcher used narrative texts for this study, and when ReadWorks was used in reading lessons, the researcher saw how well students understood the texts.

1.6 Definition of Terms

This section provides definitions for some terms that are frequently used in this research to prevent misunderstandings. The following terms are defined :

1. Reading

Reading is the process of looking at written symbols and letters and understanding the meaning of them.

2. Reading Comprehension

The ability to analyze written material, comprehend its meaning, and integrate it with prior knowledge is known as reading comprehension. The five components of reading comprehension are vocabulary, main idea identification, particular information identification, reference identification, and inference determination.

3. Narrative text

A narrative text consists of a sequence of events that are related logically and temporally and are either caused or experienced by certain elements.

4. ReadWorks

To improve students' reading comprehension, ReadWorks is an online platform that offers a variety of passages, vocabulary enrichments, and question sets.

To sum up, this chapter has covered the research's background, research question, goals, applications, scope, and definitions of a few terms that are commonly used in the study.

II. LITERATURE REVIEW

This chapter will discuss reading comprehension, teaching reading comprehension, ReadWorks, narrative text, the procedure of teaching reading comprehension of narrative text by using ReadWorks, advantages and disadvantages, previous study, theoretical assumption, and hypothesis.

2.1 Reading Comprehension

This section covers the definition of reading, aspects of reading comprehension, and teaching reading comprehension.

2.1.1 Definition

Reading is a key language skill and an essential tool for learning any language. The main goal of reading is to understand what the text says. Snow (2002) defines comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Doyle (2004) defines comprehension as a progressive skill in attaching meaning beginning all the same level and process to attaching meaning to the entire reading selection. In addition, Mikulecky & Jeffries (2007), states that reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know.

In language skills, reading is included in the receptive skills, along with listening. While speaking and writing are included in productive skills. In English teaching, the notion of receptive skills and productive skills sound familiar. According to Harmer (2007), receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term

for speaking and writing, skills where students actually have to produce language themselves. Moreover, Harmer (1991) suggests that one of the skills cannot be performed without another. It means that each aspect has the equal and important role. According to Brown (2001), reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is a process of reconstructing from the printed pattern on the ideas and information intended by the author.

2.1.2 Aspects of Reading Comprehension

According to Nuttal (1985), there are five aspects of reading which help the readers to comprehend an English text:

1. Identifying Main Idea

The main idea is the most important point in a paragraph of the text. It is sometimes not directly stated in any sentences. Finding the main idea helps readers understand the overall message of each paragraph.

2. Specific Information

Readers are required to find the specific information, also known as supporting sentences, in the text to help develop the topic sentence. Supporting sentences can include definitions, examples, cause and effect, facts and opinions, comparisons, and quotations.

3. Determining Inference

An inference is a conclusion or assumption made based on evidence from the passage. It is a thoughtful guess or prediction about something not explicitly stated, based on the facts and information given. To make inferences, the readers have to understand the text and use their own experiences to figure out meanings that are not stated directly.

4. Identify Reference

Reference is the connection between words and what they refer to in a text. Words or phrases, often pronouns or noun phrases like I, you, they, that, this, those, himself, or herself, are used to avoid unnecessary repetition of the same words. In this part, readers should identify these references by figuring out which words or phrases they point to in the text.

5. Understanding Vocabulary

Understanding the meanings of words is important for building vocabulary. Readers can guess the meanings of difficult words in the text by considering synonyms that fit the context. They can also use clues from the sentences before the difficult word to help figure out its meaning.

Nuttal (1985) explains several aspects of reading that are important for understanding a text. For this reason, the researcher uses these aspects to design the reading comprehension test in this study.

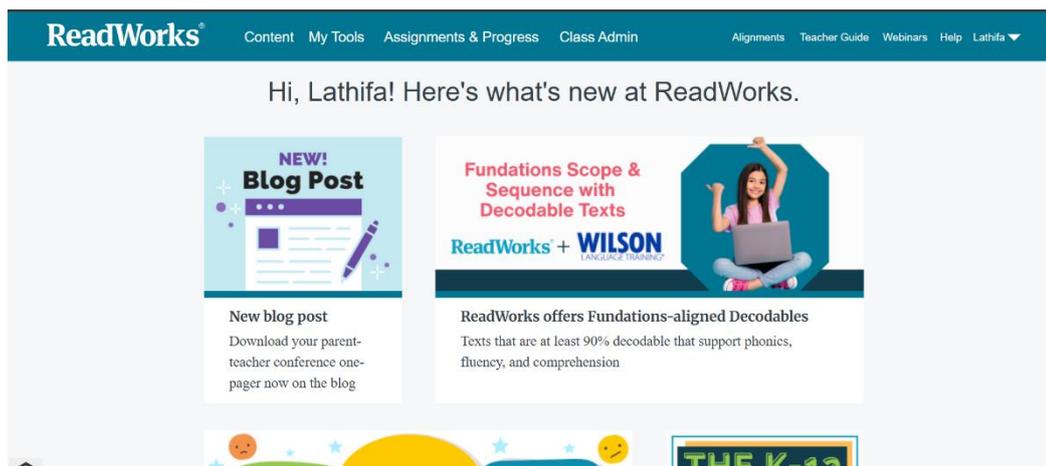
2.2 Teaching Reading Comprehension

Teaching means creating chances for students to learn by sharing knowledge or experience. According to Brown (2000), teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the conditions for learning. Teaching is a collaborative work between students and teachers. In this activity, the teacher helps students learn by introducing new experiences, such as using media. In this teaching and learning process, it is necessary for teachers to set a good situation for the students to learn in order to make the teaching and learning process run well. While setting a good condition, the teacher must consider and provide the media used, as this can support the material. With this in mind, teaching reading comprehension involves the teacher providing assistance, facilitating, and guiding students to help them understand the text using a specific medium. At this point, the role of the teacher is to do so because the teacher is responsible for assisting students in acquiring English, the second language, through engaging media.

2.3 ReadWorks

In this section, the researcher will discuss the definition of ReadWorks and the features included on the site.

Picture 2.1 ReadWorks Website Display



2.3.1 Definition

ReadWorks is a free website that offers resources and tools to help teachers improve students' reading comprehension and achievement. It also offers teachers with data reports that might be used to track the students' reading progress. This platform is meant to create high-quality reading instruction tools and supports that make an impact. Driven by the scientific study of reading, ReadWorks creates proven high-quality content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.

In this research, ReadWorks is mainly used as a medium for teaching narrative text. The platform provides reading passages, vocabulary activity, and comprehensive question sets that guide students through the learning process.

2.3.2 Features on ReadWorks

This section will discuss some features provided by ReadWorks to support students' improvement of reading comprehension.

These are the features on ReadWorks as follows:

1. Reading Passages with Vocabulary Supports and Text-dependent Question Sets

Picture 2.2 Reading passage, vocabulary set, and question set on ReadWorks

A Tricky Monkey Assign Print Comment Bookmark

[Passage](#) [Vocabulary Activity](#) [Question Set](#)

Jojo the monkey lived in the rain forest. There were lots of monkeys in Jojo's part of the forest. Jojo had many brothers and sisters. That was good, because Jojo had many monkeys to play with. But Jojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Jojo decided to play a **trick** on the other monkeys. "Leopard!" Jojo cried. "A leopard is coming!"

The monkeys **scrambled**. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Jojo laughed. "Ha! Just kidding," he said.

Jojo's Aunt Lila **scolded** him. "Nobody likes a liar, Jojo."

Jojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Jojo cried. "A leopard is coming!" The monkeys **scrambled** again. Jojo laughed. "Ha! Just ..."

DETAILS

Social & Emotional Learning: Solving Problems
 Grade: 3
 Words: 317
 Lexile: 330L
 Fiction

Vocabulary

- scold
- scramble
- shadow
- trick

RELATED

Mohawk Monkey Discovered
 Grade: 3 Words: 171

A Tricky Monkey Assign Print Comment Bookmark

[Passage](#) [Vocabulary Activity](#) [Question Set](#)

Jojo the monkey lived in the rain forest. There were lots of monkeys in Jojo's part of the forest. Jojo had many brothers and sisters. That was good, because Jojo had many monkeys to play with. But Jojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Jojo decided to p...
 coming!"

The monkeys **scrambled**.
 Leopards like to eat monk...

Jojo laughed. "Ha! Just kid...

Jojo's Aunt Lila **scolded** h...

Jojo felt bad for a little whi...

scramble

verb
 definition: to move quickly using both the hands and feet.
We scrambled over the rocks and up the hill.
The monkeys scrambled.
 Spanish: moverse rápidamente usando pies y manos, moverse a cuatro patas
 Chinese: 攀爬
 forms: scrambled, scrambles, scrambling

Powered by **WordSmithy**

DETAILS

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- scramble
- shadow
- trick

RELATED

Mohawk Monkey Discovered
 Grade: 3 Words: 171

A Tricky Monkey Assign Print 🗨 🔖

Passage **Vocabulary Activity** Question Set

Powered by Wordsmyth

ReadWorks® Content My Tools Assignments & Progress Class Admin Alignments Teacher Guide Webinars Help Lathifa

A Tricky Monkey Assign Print 🗨 🔖

Passage Vocabulary Activity **Question Set**

Comprehension Questions

Full Express ⓘ Show/Hide All Answers

1. According to the text, what did Jojo say to play a trick on the other monkeys? ⓘ Answer

A. "Here, leopard! Over here!" ⓘ
 B. "Nobody likes a liar, Jojo." ⓘ
 C. "Leopard! A leopard is coming!" ⓘ
 D. "Leopard! A leopard is coming for real this time!" ⓘ

2. Jojo faces a problem when a leopard comes and the other monkeys do...

DETAILS

Social & Emotional Learning: Solving Problems
 Grade: 3
 Words: 317
 Lexile: 330L
 Fiction

Vocabulary ⓘ
 scold
 scramble
 shadow
 trick

Various high-quality nonfiction and fiction passages classified by ages and levels, from K-12 students to adult English learners. All passages have interactive vocabulary activities for exploring new words and text-dependent question sets for practicing critical reading strategies.

2. Article-A-Day

Picture 2.3 Article-A-Day on ReadWorks

Helping Nature Help Itself Article-A-Day

Life Science, Earth & Space Science

3rd 700L to 830L Nonfiction 🍏

NFWF

ReadWorks® Content My Tools Assignments & Progress Class Admin Alignments Teacher Guide Webinars Help Lathfa

← Search Results

Helping Nature Help Itself
Article-A-Day

Assign Print Comment Bookmark

Passages Book of Knowledge

Helping Mussels Means Cleaner Water
Fighting Invasive Plants
Removing Dams to Help Fish and People

Why are Barrier Islands Important?
Why are Pollinators Important?
Helping Rivers and Streams with New Buffers

Saving Killer Whales
Boost Article

Protecting the New England Cottontail
Boost Article

Helping Mussels Means Cleaner Water
440 words

0:00 / 3:01 Speed

Article-A-Day Set
Grade: 3
Lexiles: The articles in this set range from 700L to 830L

Differentiation Articles
This set provides boost articles to help you differentiate for your students. Boost articles allow students of all reading levels to participate fully in learning and sharing about the same topics their classmates are reading about.

Curated nonfiction text sets support a 10-minute daily routine to grow students' background knowledge and reading habit.

3. Paired Texts with Text-dependent Question Sets

Picture 2.4 Paired text on ReadWorks

Black Female Entrepreneurs Paired Text

1. Life Story: Maggie Walker
2. Life Story: Sarah "Madam C.J." Breedlove Walker

U.S. History, Civics & Government, Technology & Engineering, Perseverance

7th-8th 980L & 1030L 1017 & 977 Words Nonfiction 1 Q set

THE New York HISTORICAL

Students read two articles that are related in topic, theme, or literary element and respond to open-ended questions that have them dig into each article then compare and synthesize evidence.

2.4 Narrative Text

In this section, the researcher will discuss the definition of narrative, its purposes, structure and language functions. And the discussion will be divided into three sub-sections.

2.4.1 Definition

Narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener (Anderson and Anderson, 1997). Rebecca (2003) defines narrative as a series of logically and chronologically related events that are caused or experienced by some factors. She also explained that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. Moreover, the purpose of narrative text is to entertain the readers by experiencing in actual or imaginary ways because narrative text deals with chronological problems that have values in each story.

2.4.2 Purposes of Narrative Text

The purpose of narrative text is to amuse, entertain, and to deal with actual or vicarious experience in different ways; narrations deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Siahaan & Shinoda, 2008).

2.4.3 Generic Structure and Language Features of Narrative Text

Derewianka (2009) stated that the generic structure consists of three parts:

1. Orientation

In the orientation, the writer introduces the audience to the characters, where the story takes place, and when it takes place.

2. Complication

The story continues through a series of events, each of which we expect to see some sort of conflict or problem. It won't be as exciting until something unexpected happens. This complication will engage the main characters and often help them achieve their aims. Narratives portray the difficulties we face in life and tend to persuade us that they can be handled.

3. Resolution

Stories that show problems being solved are usually the ones that satisfy readers. Complications can be solved in good or poor ways, or even left unsolved but that is a rare case. Although this is completely possible in this kind of story, it leaves us wondering how it will end.

While Anderson (1997) stated that the language features of narrative text are:

1. The story is written in the past tense.
2. Using nouns to describe characters and places in the story.
3. Using adjectives to describe characters' traits and attitude, describing places, and describing atmosphere in the story.
4. Using verbs to show what actions take place in the story.

2.5 Procedure of Teaching Reading Comprehension of Narrative Text by Using ReadWorks

To improve students' reading comprehension, teacher should use a more updated material, such as digital reading platform. According to Kumar (2023), digital reading platforms, online tools, and other technology-based approaches can help improve students' reading comprehension skills, increase their engagement with the text, and provide a more interactive learning experience. These platforms offer various interactive features and multimedia elements that can engage students and support their comprehension development.

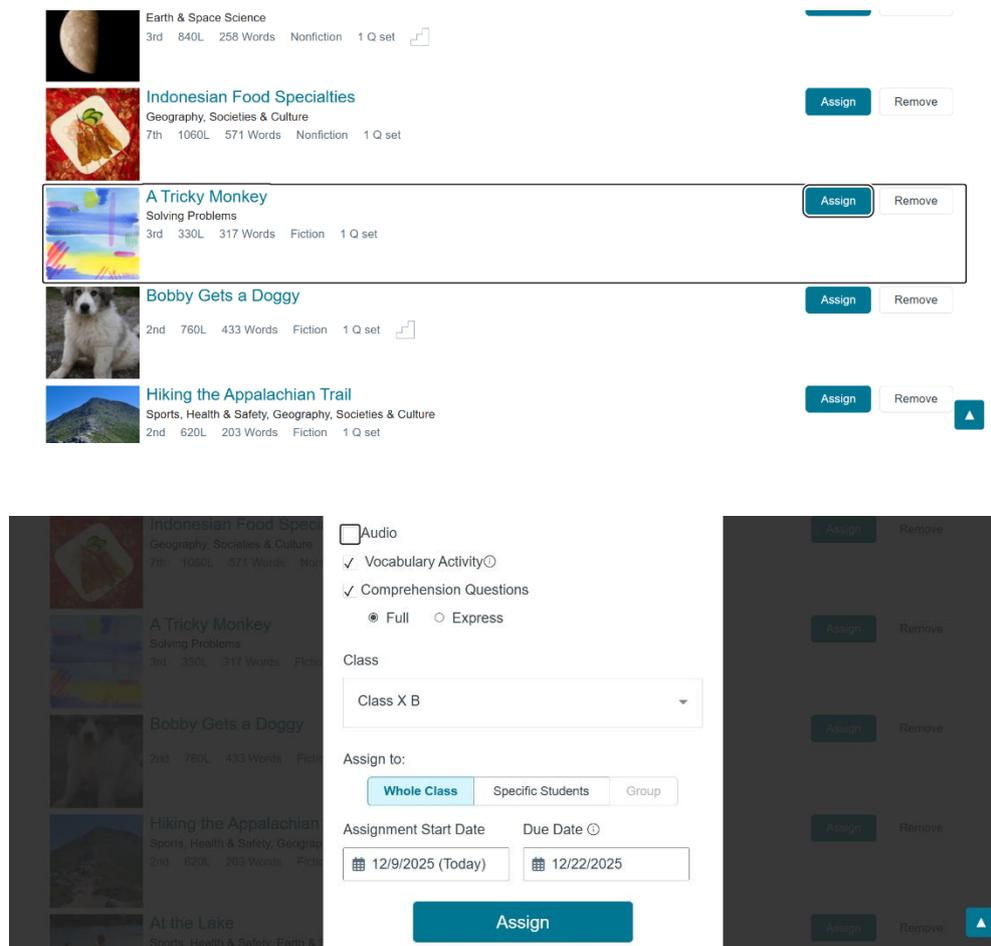
The researcher uses ReadWorks to teach reading with narrative texts and assesses whether students' reading comprehension improves significantly after using ReadWorks as a learning tool. The researcher uses Merdeka Curriculum for teaching, however the school where the researcher conduct the treatment uses "Mandiri Berubah" method to implement the curriculum, where school have already uses Mandiri Curriculum with the combination of school's authorities. For the teaching method, the researcher uses direct instruction teaching method, following by the implementation of ReadWorks as the learning media. Arends (2012) stated that Direct Instruction is a teacher-centered model designed to promote students' mastery of well-structured knowledge and skills through explicit teaching steps. In this model, the teacher plays a dominant role in delivering materials, explaining concepts, guiding practice, and providing feedback. The process of using ReadWorks to support this teaching model reflects what Joyce,

Weil, and Calhoun (2011) stated as structured, guided learning where the teacher controls the learning sequence but integrates supportive materials to enhance understanding. These are the steps for teaching narrative text with ReadWorks.:

1. Pre-activity

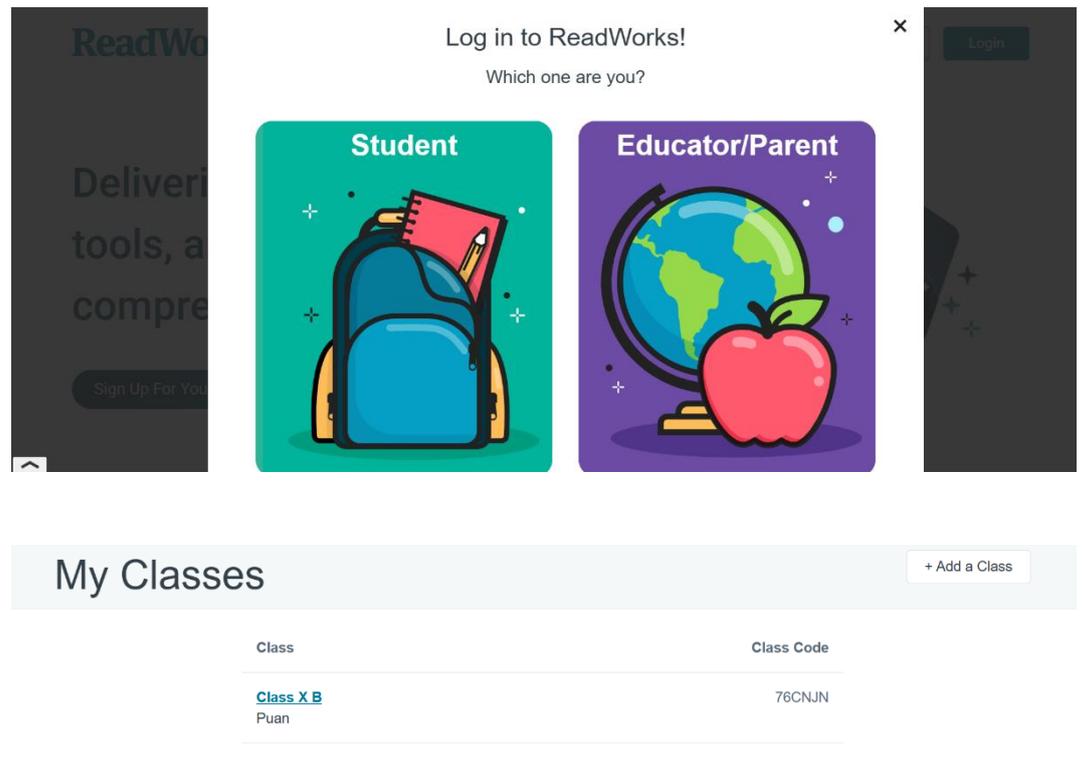
- a. Before starting the lesson, the teacher already prepared the class using the “Teacher Dashboard” on ReadWorks. The teacher creates a “Class” with a unique code for students to sign in. Then the teacher assigns a reading material along with the vocabulary activity and questions set to the class by clicking “assign” besides the assignment title, making sure the materials align with the curriculum and students’ reading comprehension level.

Picture 2.5 Teacher Assigning Exercise to Students on ReadWorks



- b. The teacher greets the students while entering the class.
 - c. The teacher checks students' attendance to make sure all students attending the class.
 - d. Before the lesson starts, the teacher asks the class leader to lead a prayer.
 - e. The teacher asks some triggering question in order to activate students' basic knowledge on narrative text, such as "Do you know what folktale is this? (while showing a picture of an famous folktale)" and "Could you tell briefly about this folktale?"
 - f. The teacher introduces students to narrative text.
2. While Activity
- a. The teacher gives explanation about narrative text to the students by describing its characteristics, structure, and language features. The teacher also shows the example of narrative text to the students by using a slideshow presentation on the projector at the front of class. This will make them comprehend the narrative text easier.
 - b. Before entering the assignment session, the teacher makes sure the students already signing up with their own devices to their ReadWorks account by using Google account and entering the "Class" on ReadWorks using code given by the teacher. The students will be notified regarding their assignment through this class.

Picture 2.6 *Students' Log In Display in ReadWorks*



- c. After logging in to ReadWorks, students opened the reading material through the “Assignment To Do” tab in the “Class”, which already assigned by the teacher before starting the class. The “Assignment To Do” tab displays ongoing tasks, and students have to click the text title to access the reading material, along with the vocabulary activity and questions set.

Picture 2.7 "Assignment To Do" Tab Display

The screenshot shows a user interface for 'Class X B'. At the top right, there are 'Online' and 'Offline' status indicators and a '+ Add a Class' button. Below the class name, there are two tabs: 'Assignments To Do' (which is active) and 'Submitted Assignments'. Under the 'Assignments To Do' tab, there is a list of assignments. The first assignment is 'A Tricky Monkey', which has a small image icon to its left and a 'Download' button below it. To the right of the assignment title, the 'Due Date' is listed as 'December 22, 2025'. On the right side of the interface, there is a sidebar with a 'Go to Your Library' section. This section features a globe icon with various symbols around it and the text: 'Go to Your Library' followed by 'Where you can read about the topics you're interested in and discover something new!'.

The text used in the first day of treatment is a story with the title “A Tricky Monkey” (Link: <https://www.readworks.org/article/A-Tricky-Monkey/223fbe12-ff67-4bdc-b0c9-a0ef040a6cb0#!articleTab:content/>), a story titled “The Lion and The Mouse” on the second day (Link: <https://www.readworks.org/article/The-Lion-and-the-Mouse/5b59aa9c-3489-47dd-8f5f-248e85205408#!articleTab:content/>) and “The Hare and The Tortoise” on the third day (Link: <https://www.readworks.org/article/The-Hare-and-the-Tortoise/2c35c522-b1fc-4020-9fe4-be050fca3fdd#!articleTab:content/>).

- d. There are three tabs once the students opened the reading material; “Passage”, “Vocabulary Activity”, and “Question”. The students opens the “Passage” tab first which include a narrative text, then read it quietly on their own.

Picture 2.8 "Passage" Tab Display

Passage Vocabulary Activity Questions

A Tricky Monkey

Jojo the monkey lived in the rain forest. There were lots of monkeys in Jojo's part of the forest. Jojo had many brothers and sisters. That was good, because Jojo had many monkeys to play with. But Jojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Jojo decided to play a **trick** on the other monkeys. "Leopard!" Jojo cried. "A leopard is coming!"

The monkeys **scrambled**. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Jojo laughed. "Ha! Just kidding," he said.

Jojo's Aunt Lila **scolded** him. "Nobody likes a liar, Jojo."

Jojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Jojo cried. "A leopard is coming!" The monkeys **scrambled** again. Jojo laughed. "Ha! Just kidding again," he said.

- e. Once students have finished reading, teacher encourages students to analyze the text's characteristics, structure, and language features as discussed earlier. Students also asked to conclude the story. This makes them understand the text more before engaging with the reading activities on ReadWorks.
- f. Then students are led to the vocabulary discussion using the "Vocabulary Activity" tab. This feature provides definitions and explanations that helps students exploring the meanings of challenging words in the text. This feature also provide some short vocabulary exercises to enrich students' vocabulary.

Picture 2.9 "Vocabulary Activity" Tab Display

Jojo the monkey lived in the rain forest. There were lots of monkeys in Jojo's part of the forest. Jojo had many brothers and sisters. That was good, because Jojo had many monkeys to play with. But Jojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Jojo decided to play a **trick** on the other monkeys. "Leopard!" Jojo cried. "A leopard is coming!"

The monkeys **scrambled**. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Jojo laughed. "Ha! Just kidding," he said.

Jojo's Aunt Lila **scolded** him. "Nobody likes a liar, Jojo."

Jojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Jojo cried. "A leopard is coming!" The monkeys **scrambled** again. Jojo laughed. "Ha! Just kidding again," he said.

Aunt Lila shook her head. "You are a liar, Jojo. You are a liar!"

The monkeys were all pretty upset with Jojo. They ignored him. Jojo sat in a tree branch, bored and lonely.

scold v

verb

definition: When someone scolds you, they tell you that you did something wrong. When people scold, they are often upset or a little angry. v

Jojo's Aunt Lila scolded him. v

Spanish: reprender, regañar

Chinese: 责骂

forms: scolded, scolding, scolds

Powered by Wordsmyth

2. Word Matcher Every word has other words that have similar meanings or even the exact same meaning (these are called synonyms!). Move each similar word or synonym to the vocabulary word that it matches! Listen to the similar words and synonyms by clicking on them and then click on the audio icon in the bottom left.

scold (audio icon) | criticize | blast | hurry | device | scramble (audio icon) | rush | abuse | shin | trap | trick (audio icon) | scheme

- g. After discussing the vocabulary in the text, students are guided to do the comprehensive assignment on the “Question Set” tab. The “Question Set” consists of 7 multiple choice questions and 3 essay questions referring to the reading passage. These questions includes 5 aspects of reading comprehension, which could help students check their understanding and engage more deeply with the text. ReadWorks automatically recorded students’ answers and progress so the teacher could track students’ responses live from the teacher dashboard.

Picture 2.10 "Question Set" Tab Display

Comprehension Questions
9 questions Your work is automatically saved.

1 According to the text, what did Jojo say to play a trick on the other monkeys?

(A) "Here, leopard! Over here!"

(B) "Nobody likes a liar, Jojo."

(C) "Leopard! A leopard is coming!"

(D) "Leopard! A leopard is coming for real this time!"

Passage Vocabulary Activity Questions

8 How did Jojo get the other monkeys to notice the leopard near the end of the story? ⌨

9 What might happen in the future when Jojo warns the other monkeys about a leopard? Use evidence from the text to support your prediction. ⌨

This study focused on this section among the features provided by ReadWorks. The “Question Set” contains text-dependent questions that require students to analyze and understand the narrative text. These questions are designed to measure aspects of reading comprehension. Thus, the “Question Set” is considered the most appropriate feature to measure students’ reading comprehension of narrative text.

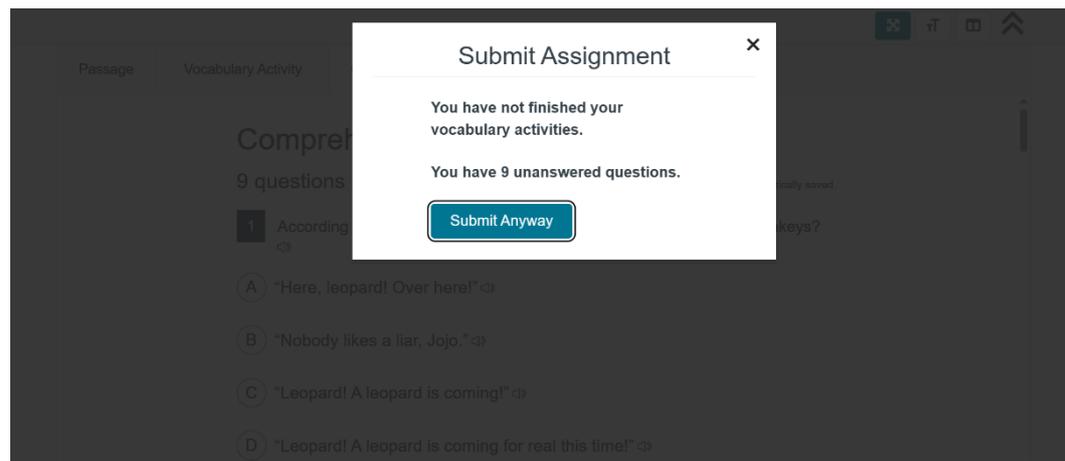
- h. After finishing the assignment, students should click “Submit” at the bottom of the questions. A pop-up window will appear, asking them to confirm by clicking “Submit” again. The pop-up will also show if any questions are incomplete before they submit.

Picture 2.10 Assignment Submission Display

Passage Vocabulary Activity Questions

9 What might happen in the future when Jojo warns the other monkeys about a leopard? Use evidence from the text to support your prediction. ⌨

Submit



- i. After students doing the assignment, they discussed the answers together with the teacher. The teacher let some students write their own answers on the board first, then discusses the answer while displaying the “Students Result” tab from the “Teacher Dashboard” in ReadWorks to see the correct answers and also students’ progress on the projector.

Picture 2.11 Students Result Display

| STUDENT | ANSWER |
|----------------------------|--------|
| Aisyah 123 | C |
| Naqosta 17 | C |

3. Post-activity
 - a. The teacher asks students to reflect on the day's lesson and share their experiences with ReadWorks. The teacher also checks if students had any difficulties while using ReadWorks during the lesson.
 - b. The teacher and students wrap up the lesson by discussing the main points of the lesson together.

- c. The teacher finishes the class.

2.6 Advantages and Disadvantages

This section will discuss the advantages and disadvantages of using ReadWorks to improve students' comprehension of narrative texts.

Here are some advantages of using ReadWorks to teach reading comprehension of narrative texts:

1. ReadWorks provides diverse reading passages with various subjects and levels, including narrative texts suitable for students' reading levels, which make students showed higher participation because the stories were interesting, variable, and supported by engaging features such as comprehensive questions and vocabulary tools.
2. The "Vocabulary Activity" section helped students understand uncommon words in the text.
3. ReadWorks provides teachers with structured reading materials, comprehension questions, and automatic scoring features. This is easier for the teacher to track students' progress effectively.

However, ReadWorks also has some disadvantages when it comes to teaching reading comprehension of narrative texts. These include:

1. Some students need more time and help to log in, use the platform, and finish the assignments correctly because most of them were not familiar with ReadWorks, especially in the first few meetings.
2. ReadWorks provides fixed sets of questions and activities for each text, so teachers may have limited ability to customize the content or questions to fit students' specific needs. This also make teachers took a lot of time to find appropriate texts and assignments that match the curriculum and particular learning objectives.
3. The platform does not fully cover all aspects of reading comprehension measured in this study. Some aspects such as identifying reference and making inference are not consistently included in ReadWorks' contents.

2.7 Previous Study

This section will discuss previous studies related to the topic of the research which have examined how ReadWorks is used for learning.

There are several previous studies related to the topic of the research. Some previous studies have already been conducted to examine the use of ReadWorks for learning. The first study is a research by Fithriyah (2021) with the title “Fostering Students’ Positive Attitude Towards Reading Comprehension Through ReadWorks”. This research concluded that ReadWorks can be utilized as a substitute for personalizing reading assignments in an online learning environment based on current conditions. As a result, their vocabulary fluency and motivation to read will improve, promoting their intrinsic desire to learn. Their motivation will improve if teacher and student are working together to discuss topics the students love to.

Another research titled “Exploring the Effectiveness of Digital Reading Platforms in Developing Reading Comprehension Skills” by Fitriani & Sunarti (2024) also used ReadWorks in their research. This research showed that ReadWorks is a highly effective tool for improving the reading comprehension skills of high school students, demonstrating significantly better outcomes compared to traditional teaching methods. For instance, the experimental group, which used ReadWorks, saw their average test scores rise from 34.07 to 72.87 after the intervention—a remarkable increase of 38.8 points. Additionally, the standard deviation in this group dropped from 10.014 to 5.367, indicating that the students' performance became more consistent, with less variation in scores. This suggests that ReadWorks not only enhanced reading comprehension across the board but also helped students achieve more uniform progress, regardless of their initial abilities. In comparison, the control group, which continued with conventional teaching methods, also showed improvement, but to a lesser extent. Their average test scores increased from 34.07 to 52.17, reflecting a gain of 18.1 points. However, the standard deviation only slightly decreased from 10.014 to 9.337, indicating that the variability in students' performance remained relatively high. This suggests that

traditional teaching methods did not benefit all students equally, leading to more varied outcomes.

The last study that uses ReadWorks for learning is “The Impact of a Teacher’s Implementation of the Readworks Digital Reading Program on Second Graders’ Reading Fluency and Comprehension Test Scores” by Molina (2019). This research pointed out that ReadWorks can significantly benefit second graders' reading skills when implemented thoughtfully by teachers, who play a essential role in its success. The implementation of ReadWorks in learning can lead to improved test scores on assessments like the STAR reading test.

After reviewing these studies, the researcher decided to focus on improving students’ reading comprehension of narrative texts using ReadWorks. The difference between the previous study and recent study is the researcher focused specifically on narrative text. The researcher has not found any studies that use ReadWorks to improve reading comprehension for this specific type of text.

2.8 Theoretical Assumption

This research aimed to determine if ReadWorks has a significant impact on students’ reading comprehension. Reading is one of the most essential language skills students need to master to understand texts and progress. Teachers need to find creative ways to teach effectively and help students reach learning objectives. Another way to improve students’ reading comprehension is using a more updated materials. Using traditional materials only make students bored, means teacher should be more updated in technology trends, especially technology for learning. In this research, ReadWorks is used as a tool to teach reading. ReadWorks is an online platform that offers various texts vocabulary activities, and comprehension questions to help students improve their reading skills. Based on earlier statements, the researcher could assume that using ReadWorks may significantly improve students’ reading comprehension.

2.9 Hypothesis

Based on the problems described above, the researcher developed the following hypothesis:

H1: There is significant improvement on students' reading comprehension achievement of narrative text after being taught by using ReadWorks.

H0: There is no significant improvement on students' reading comprehension achievement of narrative text after being taught by using ReadWorks.

This chapter has discussed reading comprehension, teaching reading comprehension, ReadWorks, narrative text, the procedure of teaching reading comprehension of narrative text by using ReadWorks, advantages and disadvantages, previous study, theoretical assumption, and hypothesis.

III. METHODS

This chapter will discuss the design of the research, the variables, the data source of the research, the data collection techniques, the instruments of this research, the validity and reliability, the procedure of data collection, data analysis, data treatment, and hypothesis testing.

3.1 Design

This study aims to determine whether using ReadWorks in learning activities improves students' reading comprehension of narrative texts. The researcher collects data using a quantitative method. The research uses a one-group pretest-posttest design to measure the effectiveness of ReadWorks for reading. One class of tenth graders from SMAIT Alia Tangerang is used as the sample. The design is shown below:

T1 X T2

Notes:

T1: Pre-test, which is conducted before the class starts.

X: Treatment, which students would be taught using ReadWorks

T2: Post-test, which was conducted after using ReadWorks to teach reading narrative text.

3.2 Variables

Variable means attributes, characteristics, values, object, or activity that has certain variations that researchers want to investigate and then draw conclusions (Sugiyono, 2013) There are two types of variables: dependent and independent. This research includes both of these variables:

1. ReadWorks as independent variable (X)

Independent variable is one that affects or influences the dependent variable.

In this study, ReadWorks as a learning medium is the independent variable.

2. Students' reading comprehension of narrative text as dependent variable (Y)

Dependent variable is one that is affected by the independent variable. In this research, students' reading comprehension of narrative text is the dependent variable.

3.3 Data Collection Techniques

In this research, a pre-test and a post-test were used as research instruments. The pre-test measured students' reading comprehension before the treatment, and the researcher gave it to the class. After the treatment, the researcher administered a post-test to assess students' reading comprehension following the ReadWorks in-class use.

3.4 Instruments

The researcher conducts the study using reading tests, which include a pre-test and a post-test. The post-test is used to see if students improve their reading comprehension of narrative texts. Students take the pre-test before the treatment begins and the post-test after it ends. Each test has 25 multiple-choice items, and students receive clear instructions to choose the best answer.

The research focuses on tenth-grade students at SMAIT Alia Tangerang during the 2024/2025 academic year. The researcher chose this school as the research site because the tenth-grade curriculum that includes narrative text which suit the focus of this research. The researcher was also an alumnus of the school, making it easier to access and obtain permission to conduct the research there. The researcher selected one of five tenth-grade classes as the sample, which consists of 26 students. Random sampling was used to choose the sample.

3.5 The Result of Try Out Test

The researcher conducted a try out test to assess the instrument's quality on 24th February 2025. The test lasted 60 minutes and included 40 multiple-choice items, each with 4 options (A, B, C, and D). This try out was also used to assess the test's validity and reliability. Based on Setiyadi (2018), validity and reliability are important features in a research. If the instrument does not pass these features, the research cannot be considered genuine and reliable. Setiyadi also stated that item analysis after try out helps teachers to identify items which are too easy, too difficult, or poorly discriminative, thereby improving the meaningfulness and accuracy of the final test in measuring student outcomes. For this reason, researchers should report the validity, reliability, difficulty level, and discrimination power of their instrument to show whether it is suitable for use.

3.5.1 Validity

One of the characteristics of the instrument of the test is validity. Validity is used to measure whether the instrument of the test measures accurately. As stated by Setiyadi (2018) there are four types of validity; Face validity, content validity, predictive validity, construct validity and concurrent validity. In this research, the researcher used content validity and construct validity to assess the test's validity. The instrument needed to match the reading theory and the material. The following section explains how the instruments' validity was assessed:

a. Content Validity

Content validity is used in research to determine how well a measurement tool, for example test, Indonesia, or questionnaire, can capture the intended concept it's supposed to measure. Setiyadi (2018) stated that to qualify this type of validity, researchers must look at all indicators in the form of question items and analyze whether the measuring instrument as a whole has represented the material to be measured. In this research, the test should be aligned with the syllabus of tenth grade students at SMAIT Alia Tangerang to qualify the validity. The topics are based on English Merdeka Curriculum Phase E, which expects students to read and respond to narrative texts. They read to learn or find specific information, looking for main ideas, identifying

reference, determining inference, and enhancing vocabulary. These texts may be print or digital, and can include visual, multimodal, or interactive formats. All test items were constructed to reflect those aspects.

In addition, students completed on the reading tasks provided in ReadWorks through the “Question Set” feature during the treatment. This feature contains text-based comprehension questions, which assess students’ reading comprehension of narrative text, including skills such as identifying main ideas, finding specific information, identifying reference, determining inference, and enhancing vocabulary. Since the “Question Set” aligns with both the curriculum and aspects of reading comprehension, it supports the content validity of the instrument.

b. Construct Validity

According to Setiyadi (2018), the construct validity is needed as a measurement which has some indicators to measure an aspect or construct. To ensure validity, this research uses aspects of reading comprehension as stated by Nuttal (1985); identifying main ideas, finding specific information, identifying reference, determining inference, and enhancing vocabulary. These aspects are also part of the tenth-grade syllabus in the Merdeka Curriculum. The researcher administered a tryout test which consists of 40 multiple-choice questions representing these aspects indicated in the specification table. Only items meeting validity criteria were included in the pre-test and post-test.

Using “Question Set” provided by ReadWorks during the treatment also supports construct validity, as these questions target the same comprehension aspects measured by the researcher’s instrument. Both the test items and ReadWorks assignments consistently measured the same reading comprehension constructs.

Table 3.1 Try Out Specification Table

| Try Out Test | | | | |
|--------------|-----------------------|-----------------|-----------------|-------------------------------|
| No. | Aspects | Number of Texts | Number of Items | Item Numbers |
| 1. | Identifying Main Idea | 8 | 8 | 1, 7, 14, 16, 22, 27, 33, 37 |
| 2. | Specific Information | 8 | 8 | 2, 6, 11, 17, 25, 30, 31, 38 |
| 3. | Identifying Reference | 8 | 8 | 5, 9, 13, 19, 23, 29, 35, 39 |
| 4. | Determining Inference | 8 | 8 | 3, 10, 12, 20, 24, 26, 32, 40 |
| 5. | Vocabulary | 8 | 8 | 4, 8, 15, 18, 21, 28, 34, 36 |
| Total | | 8 | 40 | 40 |

Table 3.2 Pre-test and Post-test Specification table

| | | | | Pre-test | Post-test |
|-------|-----------------------|-----------------|-----------------|---------------------|-------------------|
| No. | Aspects | Number of Texts | Number of Items | Item Numbers | Item Numbers |
| 1. | Identifying Main Idea | 4 | 4 | 13, 17, 21, 25 | 7, 17, 19, 24 |
| 2. | Specific Information | 5 | 5 | 4, 8, 14, 15, 16 | 1, 5, 8, 21, 23 |
| 3. | Identifying Reference | 5 | 5 | 2, 9, 10, 20, 22 | 3, 9, 14, 16, 20 |
| 4. | Determining Inference | 6 | 6 | 1, 5, 7, 11, 19, 24 | 2, 6, 10, 13, 18 |
| 5. | Vocabulary | 5 | 5 | 3, 6, 12, 18, 23 | 4, 11, 12, 15, 25 |
| Total | | 5 | 25 | 25 | 25 |

Table 3.3 Assignments (LKPD) Specification Table

| Assignments (LKPD) | | | |
|---------------------------|------------------------|------------------------|---|
| Aspects | Number of Texts | Number of Items | Item Numbers |
| Identifying Main Idea | 2 | 2 | Assignment 2 No. 5 and Assignment 3 No. 5 |
| Specific Information | 3 | 12 | Assignment 1 No. 1 and 8; Assignment 2 No. 1, 2, 8, 9; Assignment 3 No. 1, 2, 4, 8, 9, 10 |
| Identifying Reference | 1 | 1 | Assignment 2 No. 7 |
| Determining Inference | 3 | 12 | Assignment 1 No. 2, 3, 4, 5, 6, 9; Assignment 2 No. 3 dan 4; Assignment 3 No. 3, 8, 9, 10 |
| Vocabulary | 3 | 4 | Assignment 1 No. 7; Assignment 2 No. 6; Assignment 3 No. 6 and 7) |
| Total | 3 | 31 | 31 |

The tryout test results show that 25 out of 40 items met the criteria for construct validity. Therefore, these 25 items will be used in the pre-test of this research.

3.5.2 Reliability

Reliability is the consistency of a measuring instrument, or the extent to which the measuring instrument can measure the same subject at different times but show the same results (Setiyadi, 2018). Reliability shows how accurate a test score is. In this study, reliability is measured using the Pearson Product-Moment. The researcher used Pearson Product Moment because Pearson Product-Moment provides a straightforward, interpretable measure that is easily understood by educators and researchers. Fancourt & Stephan (2018) stated that Pearson is straightforward to compute and report; many readers understand r and thresholds for interpretation, so results communicate clearly to educators and stakeholders. Pearson Product Moment is also widely recognized and commonly used in

educational research for reliability testing, particularly in reading comprehension assessments, as stated by Lau & Snell (2021) that many studies have adopted Pearson's product-moment correlation for test-retest reliability assessment, demonstrating its established use in educational measurement.

$$r_{xy} = \frac{N\Sigma xY - (\Sigma x)(\Sigma Y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

r: reliability

x: pre-test score

y: post-test score

N: number of samples

Σx : the sum of pre-test result

ΣY : the sum of post-test result

Table 3.4 Reliability Statistics

| Case Processing Summary | | | |
|-------------------------|-----------------------|----|-------|
| | | N | % |
| Cases | Valid | 30 | 100,0 |
| | Excluded ^a | 0 | ,0 |
| | Total | 30 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

| Reliability Statistics | | | |
|--------------------------------|------------------|------------|-----------------|
| Cronbach's Alpha | Part 1 | Value | ,683 |
| | | N of Items | 20 ^a |
| | Part 2 | Value | ,756 |
| | | N of Items | 20 ^b |
| | Total N of Items | | |
| Correlation Between Forms | | | ,733 |
| Spearman-Brown Coefficient | Equal Length | | ,846 |
| | Unequal Length | | ,846 |
| Guttman Split-Half Coefficient | | | ,837 |

Table 3.3 shows the results of the reliability test for the try out test, which was analyzed using SPSS with the Split-Half Method. The reliability score was 0.837, which is above 0.70 (> 0.70). This indicates that the test had high reliability. Based on this result, the test can be considered reliable.

3.5.3 Level of Difficulty of the Test

The level of difficulty is to measure how easy or difficult the item is taken from the point of view of the students who take the test (Shohamy, 1985). To determine how difficult the test was, the researcher used this formula according to Shohamy (1985):

$$LD = \frac{U+L}{N}$$

This formula can be explained as:

LD : level of difficulty

U : the number of the upper group who answer correctly

L : the number of the lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are:

< 0.3 : difficult

0.31–0.7 : average

> 0.71 : easy

Table 3.5 Level of Difficulty Interpretation

| No. | Computation | Criteria | Total Items |
|--------------|-------------|----------|-------------|
| 1 | < 0.3 | Easy | 18 |
| 2 | 0.31 – 0.70 | Average | 19 |
| 3 | > 0.71 | Hard | 2 |
| Total | | | 40 |

The researcher used 40 items in a multiple-choice form for the try out test to measure how difficult each one was. The results showed that 19 items considered as easy, 19 items considered as average, and 2 items considered as hard.

3.5.4 Discrimination Power of the Test

Discrimination power refers to the amount to which the items can differentiate between high and low-level students on the test. The aim of discrimination power of the test is to differentiate between the upper group students and the lower group students. To determine the test's discrimination power, the researcher used the formula according to Heaton (1975):

$$DP = \frac{U-L}{\frac{1}{2}N}$$

This formula can be explained as:

DP : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of students

The criteria are:

DP: 0.00 - 0.19 : Poor

DP: 0.20 - 0.39 : Satisfied

DP: 0.40 - 0.69 : Good

DP: 0.70 - 1.00 : Excellent

DP: - (Negative) : Bad, should be omitted

Table 3.6 Discrimination of Power Intepretation

| No. | Computation | Criteria | Total Items |
|--------------|--------------|-----------|-------------|
| 1. | - (negative) | Bad | 2 |
| 2. | 0.00 - 0.19 | Poor | 10 |
| 3. | 0.20 - 0.39 | Satisfied | 17 |
| 4. | 0.40 - 0.69 | Good | 11 |
| 5. | 0.70 - 1.00 | Excellent | 0 |
| Total | | | 40 |

The researcher used 40 items in a multiple-choice form for the try out test to find out the discrimination power on each question. Based on the try out test result, it proved that 2 items considered as bad, 10 items considered as poor, 17 items considered as satisfied, 11 items considered as good, and 0 item considered as excellent.

After determining the construct validity, reliability, discrimination power and difficulty level of the items, the researcher will include item No. 1, 5, 8, 9, 10, 11, 12, 13, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 36, 38, and 40 in the pre-test which qualified the validity, reliability, discrimination power and difficulty level of the items. Meanwhile item No. 2, 3, 4, 6, 7, 14, 15, 17, 29, 32, 33, 34, 35, 37, 39 will not be used in the pre-test as they are not qualified the validity, reliability, discrimination power and difficulty level of the items.

The researcher purposely kept the instrument's overall number of items at 25, even though each aspect of reading comprehension had a different number of items in the pre-test. It is because the results of the try-out test supported the choice of 25 items. The final pre-test only contained items that met the criteria of validity, reliability, difficulty level, and discrimination power. Setiyadi (2018) stated that using only qualified items strengthens the accuracy of measurement, even if the total number of items limited. Moreover, Heaton (1975) stated that starter tests with

good discrimination power are often more effective than longer tests with redundant or low-quality items. Therefore, keeping the pre-test at 25 items remained statistically sound and covering all aspects of reading comprehension.

3.5.5 Normality Test

In this research, a normality test was used to determine whether the data distribution was normal. The Shapiro-Wilk formula was applied to analyze the data. The distribution is considered normal if the p-value is > 0.05 (sig. > 0.05). The results of the normality test are shown in the following table:

Table 3.7 Normality Test Analysis

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| pretest | ,169 | 26 | ,054 | ,905 | 26 | ,020 |
| posttest | ,154 | 26 | ,117 | ,890 | 26 | ,010 |

a. Lilliefors Significance Correction

The table shows that the pre-test value is 0.20 and the post-test value is 0.10. Since both values are higher than 0.05, the test distributions are considered normal.

3.6 Procedure of Data Collection

This section will discuss how data were collected in this research to measure students' improvement after using ReadWorks to learn reading comprehension of narrative texts.

The data collection procedure is as follows:

1. Conducting a pre-test

The pre-test measured students' reading comprehension before they started using ReadWorks in learning reading. It included 25 multiple-choice items,

reading passages, and clear instructions for students to select the best answer.

2. Conducting a post-test

The post-test was given to measure how much students' reading comprehension improved after using ReadWorks in learning reading. It included 25 multiple-choice items, reading passages, and clear instructions for students to select the best answer.

3.7 Data Analysis

To measure how students' reading comprehension improved after using ReadWorks, the researcher used a paired T-Test to test the hypothesis. To process the data, the researcher uses statistical computation in Statistical Package for Social Sciences (SPSS) version 26.

The researcher analyzed the data that had already been collected. Since a quantitative method was used, with pre-tests and post-tests as the test design, the data were analyzed using the following steps:

1. Scoring the pre-test and post test
2. Finding the mean score of pre-test and post-test. To find the mean score for the pre-test and post-test, add up all the students' test scores and divide by the number of students who took the test with this formula:

$$X = \frac{\sum x}{n}$$

X: Mean

$\sum x$: Total of students' score

n: Total number of students

The cumulative mean score shows the average performance of all students, both before and after using ReadWorks.

3. Measuring the difference between the mean score of pre-test and the mean score of post-test to determine whether students' reading comprehension of narrative texts improved after using ReadWorks.
4. The pre-test and post-test results were analyzed using Statistical Package for Social Sciences (SPSS) to determine whether students' reading comprehension improved.

3.8 Hypothesis Testing

Hypothesis testing is used to determine whether this research hypothesis is accepted. The hypothesis is as follows:

H1: There is significant improvement on students' reading comprehension of narrative text after being taught by using ReadWorks.

H0: There is no significant improvement on students' reading comprehension of narrative text after being taught by using ReadWorks.

This chapter has discussed the design of the research, the variables, the data source of the research, the data collection techniques, the instruments of this research, the validity and reliability, the procedure of data collection, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter will discuss the conclusion of the research and the suggestions for English teachers and future researchers.

5.1 Conclusion

This research found that ReadWorks can significantly improve students' reading comprehension of narrative text. The results showed that students' understanding increased after using ReadWorks for learning reading. ReadWorks helped students develop each aspects of reading comprehension such as identify main ideas, understand specific information, determine inferences, identify references, and enrich vocabulary. After using ReadWorks as a learning tool, students answered more questions correctly in each of these aspects. This shows that ReadWorks supports better reading comprehension of narrative text. The platform also encourages students to engage in reading activity by using interactive and accessible features such as vocabulary activity and comprehensive assignment. These features helped students to boost their interest in reading, comprehend texts better, and participate more actively in class discussions. Despite the results that show that ReadWorks improved students' reading comprehension of narrative text, it could not be denied that other factors such as classroom discussions and teacher guidance on text structure and language also contributed in the treatment and improving students' reading comprehension.

5.2 Suggestions

This section offers the following suggestions from the researcher based on the study's results:

1. Suggestions for English Teachers

- a. Since ReadWorks limited the assignments modification and not fully covered all aspects of reading comprehension, teachers might find it hard to match them to the curriculum and students' needs. Hence, teachers can prepare additional comprehensive questions to support students' understanding of the text. This helps assure that the material aligns with curriculum goals and students' needs.
- b. In the earlier meetings, some students had trouble logging into ReadWorks account, joining the class, and using the platform since they had never used ReadWorks before. Therefore, teachers are suggested to give a clear instruction for several minutes using a projector and guide students step by step on how to use ReadWorks, starts from creating accounts, access assignments, and submit answers. This will help prevent confusion from the students during the class.

2. Suggestions for Future Researchers

- a. It is recommended that future researchers continue and expand the research regarding the use of ReadWorks in reading with other types of texts, different learning methods, or even combine it with other media to make the results more widely applicable so it could show better understand how digital platforms support reading comprehension.
- b. Future researchers can use ReadWorks together with other strategies or material to better suit the curriculum and students' needs since ReadWorks has fixed question sets and not fully covered all aspects of reading comprehension.
- c. Future researchers are recommended to create research instrument with a balanced distribution of items which cover every aspect of reading comprehension, to avoid overrepresenting or underrepresenting specific aspect and to measure students' reading comprehension more proportionally.

This chapter had discussed the conclusion of the research and the suggestions for English teachers and future researchers.

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