

**THE EFFECT OF THE LET'S READ WEBSITE TOWARD
STUDENTS' READING ABILITY OF CLASS VIII
STUDENTS AT MADRASAH TSANAWIYAH
PANCASILA, BENGKULU**

THESIS

*Submitted as one of the Requirements to degree Bachelor
of Education*



By:

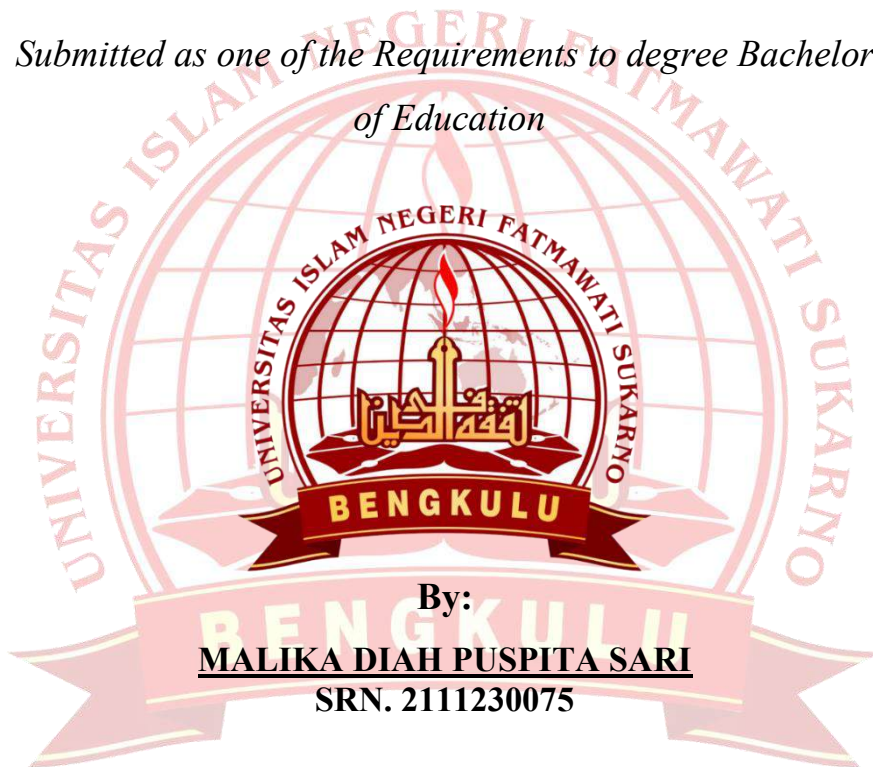
MALIKA DIAH PUSPITA SARI
SRN. 2111230075

**STUDY PROGRAM OF ENGLISH EDUCATION
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC
UNIVERSITY OF BENGKULU
2024/2025**

**THE EFFECT OF THE LET'S READ WEBSITE TOWARD
STUDENTS' READING ABILITY OF CLASS VIII
STUDENTS AT MADRASAH TSANAWIYAH
PANCASILA, BENGKULU**

THESIS

*Submitted as one of the Requirements to degree Bachelor
of Education*



By:

MALIKA DIAH PUSPITA SARI
SRN. 2111230075

**STUDY PROGRAM OF ENGLISH EDUCATION
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC
UNIVERSITY OF BENGKULU
2024/2025**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinbengkulu.ac.id

STATEMENT OF AUTHENTICITY

Name : Malika Diah Puspita Sari
NIM : 2111230075
Study Program : Tadris Bahasa Inggris
Fakulty : Tarbiyah dan Tadris

I hereby declare that my thesis entitled **"The Effect of the Let's Read Website Toward Students Reading Ability of Class VIII Students at Madrasah Tsanawiyah Pancasila, Bengkulu"** is my own work or research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, August 2025

Stated By,

METERA
TEMPEL
200AAAAMX429965763

Malika Diah Puspita Sari
NIM. 2111230075



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO (UINFAS) BENGKULU
Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

LETTER OF ADVISOR'S APPROVAL

Advisor I and Advisor II state that the thesis written by:

Name : Malika Diah Puspita Sari

NIM : 2111230075

Study Program : Tadris Bahasa Inggris

Fakulty : Tarbiyah dan Tadris

Thesis Tittle : The Effect of the Let's Read
Website Toward Students' Reading
Ability of Class VIII Students at
Madrasah Tsanawiyah Pancasila,
Bengkulu

Has been guided, reviewed, and updated according to the
suggestions of Advisor I and Advisor II. Therefore, the thesis has met the
requirements for research permission.

Bengkulu, July 2025

Advisor I

Advisor II

M. Arif Rahman Hakim, Ph.D

NIP. 199012152015031007

Pebri Prandika Putra, M. Hum

NIP. 198902032019031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO (UINFAS) BENGKULU

Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

ADVISOR SHEET

Subject : Malika Diah Puspita Sari
NIM : 2111230075
Study Program : Tadris Bahasa Inggris
To : The Dean of Faculty of Tarbiyah and
Tadris UINFAS Bengkulu

The thesis entitled **“The Effect of the Let's Read Website Toward Students' Reading Ability of Class VIII Students at Madrasah Tsanawiyah Pancasila, Bengkulu”** has been guided, examined, and corrected in accordance with the suggestions of Supervisors I and II. Therefore, the thesis has fulfilled the requirements for the munaqosyah examination.

Bengkulu, July 2025

Advisor I

Advisor II

M. Arif Rahman Hakim, Ph.D

NIP.199012152015031007

Pebri Prandika Putra, M. Hum

NIP.198902032019031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO (UINFAS) BENGKULU

Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
Website: www.uinfashengkulu.ac.id

THESIS APPROVAL

Name : Malika Diah Puspita Sari

NIM : 2111230075

Study Program : Tadris Bahasa Inggris

Fakulty : Tarbiyah dan Tadris

Thesis Title : The Effect of the Let's Read Website Toward
Students' Reading Ability of Class VIII
Students at Madrasah Tsanawiyah Pancasila,
Bengkulu

Bengkulu, July 2025

Advisor I

Advisor II


M. Arif Rahman Hakim, Ph.D


Pebri Prandika Putra, M. Hum

NIP. 199012152015031007

NIP. 198902032019031003

Approved by

Head of Department of Language Eduaction


M. Hidavaturrahman, M.Pd

NIP. 197805202007101002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO (UINFAS) BENGKULU

Alamat : Jl. Raden Fatah Kelurahan Pagar Dewa Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled **"The Effect of the Let's Read Website Toward Students' Reading Ability of Class VIII Students at Madrasah Tsanawiyah Pancasila, Bengkulu"** by **Malika Diah Puspita Sari (2111230075)** has been approved by the board of Thesis Examiners as the requirement for degree of *Sarjana* in English Education Program.

Chairman

Prof. Riswanto, Ph.D

NIP. 1920410199031004

Secretary

Betti Dian Wahyuni, M. Pd. Matt

NIP. 198103302023212015

Examiner I

M. Arif Rahman Hakim, Ph.D

NIP. 199012152015031007

Examiner II

Endang Haryanto, M.Pd

NIP. 198605042023211019

Bengkulu, September 2025

Approved by
Dean of Tarbiyah and Tadris Faculty

Dr. Mus Mulyadi, M.Pd

NIP. 197003142000031004

ABSTRACT

Malika Diah Puspita Sari: THE EFFECT OF THE LET'S READ WEBSITE TOWARD STUDENTS' READING ABILITY OF CLASS VIII STUDENTS AT MADRASAH TSANAWIYAH PANCASILA, BENGKULU

Reading is a fundamental language skill that involves not only recognizing words but also understanding the meaning of a text. This study aims to examine the impact of using the Let's Read website on the reading ability of eighth-grade students at Madrasah Tsanawiyah Pancasila, Bengkulu City. A quantitative approach with a quasi-experimental design was employed. Participants were divided into two groups: an experimental group that used the Let's Read website as a learning medium, and a control group that received instruction through conventional methods. Data were collected using a multiple-choice test consisting of 25 questions, administered before and after the intervention. To analyze the data, the Mann–Whitney U test was used to compare learning outcomes between the two groups, while the Wilcoxon Signed Rank test was applied to evaluate improvements within each group. The results of the Mann–Whitney U test showed a significance value of 0.379 ($p > 0.05$), indicating no statistically significant difference between the experimental and control groups. However, the Wilcoxon test showed significant results for both groups, suggesting that students in both the experimental and control groups experienced a significant improvement in their reading skills after the learning process. Therefore, it can be concluded that although the Let's Read website contributes to improving students' reading skills, it does not produce a significantly greater effect than conventional teaching methods.

Keywords: Let's Read, MTs students, reading ability

ABSTRAK

**Malika Diah Puspita Sari: PENGARUH WEBSITE LET'S
READ TERHADAP KEMAMPUAN
MEMBACA SISWA KELAS VIII
MADRASAH TSANAWIYAH
PANCASILA, BENGKULU**

Membaca adalah keterampilan bahasa yang mendasar yang tidak hanya melibatkan pengenalan kata, tetapi juga pemahaman makna dari sebuah teks. Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan website Let's Read terhadap kemampuan membaca siswa kelas VIII di Madrasah Tsanawiyah Pancasila, Kota Bengkulu. Pendekatan kuantitatif dengan desain kuasi-eksperimen digunakan dalam penelitian ini. Peserta dibagi menjadi dua kelompok: kelompok eksperimen yang menggunakan website Let's Read sebagai media pembelajaran, dan kelompok kontrol yang menerima pembelajaran melalui metode konvensional. Data dikumpulkan menggunakan tes pilihan ganda yang terdiri dari 25 soal, diberikan sebelum dan sesudah perlakuan. Untuk menganalisis data, uji Mann-Whitney U digunakan untuk membandingkan hasil belajar antara kedua kelompok, sedangkan uji Wilcoxon Signed Rank diterapkan untuk mengevaluasi peningkatan dalam masing-masing kelompok. Hasil uji Mann-Whitney U menunjukkan nilai signifikansi sebesar 0,379 ($p > 0,05$), yang mengindikasikan tidak terdapat perbedaan yang signifikan secara statistik antara kelompok eksperimen dan kelompok kontrol. Namun, uji Wilcoxon menunjukkan hasil yang signifikan pada kedua kelompok, yang berarti bahwa siswa pada kelompok eksperimen maupun kelompok kontrol mengalami peningkatan kemampuan membaca secara signifikan setelah proses pembelajaran. Dengan demikian, dapat disimpulkan bahwa meskipun website Let's Read berkontribusi dalam meningkatkan kemampuan membaca siswa, tetapi tidak memberikan pengaruh yang secara signifikan lebih besar dibandingkan dengan metode pengajaran konvensional.

Keywords: Let's Read, siswa MTs, kemampuan membaca

ACKNOWLEDMENT

First and foremost, the researcher wishes to express profound gratitude to Allah SWT, the Almighty, for granting His guidance throughout the process of writing this thesis entitle " The Effect of the Let's Read Website Toward Students Reading Ability of Class VIII Students at Madrasah Tsanawiyah Pancasila, Bengkulu ". This thesis is as one of the requirements to get bachelor degree (*sarjana*) in Tadris Department of English Education Program of UINFAS Bengkulu. Peace and blessings are also sent to Prophet Muhammad SAW, who brought humanity out of ignorance and into a modern life marked by deep knowledge and education, much like what we experience today. It is unlikely that this thesis will be completed without the cooperation and support of numerous individuals. On this occasion, the researcher respectfully extends sincere gratitude to the following parties:

1. Prof. Dr. KH. Zulkarnain, M.Pd, the rector of UINFAS Bengkulu.
2. Dr. Mus Mulyadi, M.Pd, the dean of Tarbiyah and Tadris Faculty.
3. M. Hidayaturrahman, M.Pd, as the Head of Language Education Department.
4. Hanura febrani, M.Pd, as the Head of English Education Study Program.
5. Supervisor, M. Arif Rahman Hakim, Ph.D and Co-supervisor, Pebri Prandika Putra, M.Hum.

6. All of English lecturers and administration staffs of UINFAS Bengkulu.
7. All of my best friends, especially in English Study Program.

It is hoped that this undergraduate thesis may offer valuable insights to all readers. Recognizing the inherent limitations and shortcomings of this thesis, the researchers sincerely welcome constructive criticism, corrections, and suggestions from readers to enhance its quality. In conclusion, may Allah always bestow His blessings upon us as we navigate a life filled with peace.

Bengkulu, 2025
The Researcher

Malika Diah Puspita Sari

SRN. 2111230075

MOTTO

“Whatever happens, embrace it with patience, for Allah never abandons His servants.”

‘Apapun yang terjadi, hadapilah dengan sabar, karena Allah tidak pernah meninggalkan hamba-Nya.’



DEDICATIONS

With the deepest gratitude and sincerity, the researcher would like to dedicate this thesis to:

1. *Allah SWT*, as the one and only God I worship, The Most Gracious and Most Merciful, whose blessings, guidance, and strength have enabled me to complete this journey. *Alhamdulillah*, all thanks and praise are given to Allah SWT for His endless mercy and blessings, which have allowed the author to finish this thesis. Thank You, *Allah*, for all the ease and help You have granted me through every challenge and process. Without You, not a single step would have been possible.
2. My dearest mother and father, who are my greatest source of strength and inspiration. Your endless prayers, unconditional love, and unwavering support have been the light that guided me through the darkest days. Every sacrifice you have made, every word of encouragement you have spoken, who has molded me into the person I have become today. This achievement is as much yours as it is mine
3. My lovely brother and grandmother, for always being there with love, encouragement, and warm. Your presence, both in joy and struggle, has filled my days with warmth and motivation.
4. My best friend and my classmate, Meranti Injelia. Thank you for your unwavering support and companionship throughout

this academic journey. Your encouragement, thoughtful presence, and silent strength have been a constant source of comfort and motivation. I am especially grateful for the four meaningful years we have shared together, filled with learning, growth, and unforgettable memories. Your friendship has truly made a lasting impact on my life, and for that, I am sincerely thankful.

5. All my classmates TBI D 2021, for the laughter, support, and unforgettable moments we shared during our academic journey.
6. All of my friends in academic year 2021, Thank you for your genuine kindness, warm companionship, and constant motivation that lifted me through the most challenging parts of this journey. Especially, Fanisa Ronalika and Amanda Novry Oktavia, thank you for being there during the process of my research, offering your time, thoughts, and encouragement when I needed them the most. Whether it was helping with data collection, listening to my worries, or simply reminding me to take a breath, your role in this journey is something I will never forget.
7. Myself, for continuing to rise, even when the path was steep and the destination seemed far. Thank you for your resilience, for daring to dream, and for the courage to turn those dreams into reality.

Special thanks to:

1. M. Arif Rahman Hakim Ph.D., as my first advisor, I sincerely thank you for your patience, continuous guidance, and thoughtful insights throughout the development of this thesis. Your expertise, constructive advice, and constant encouragement have played a pivotal role in the successful development and completion of this research
2. Pebri Prandika Putra, M.Hum., who served as my second supervisor, for his sincere support, valuable advice, and constant motivation, I express my deepest gratitude. Your guidance and input have greatly helped me to significantly improve the content and structure of this thesis.
3. To all lecturers of the English Study Program, thank you for your dedication and for generously sharing your knowledge and guidance. Your direction and feedback have helped me improve both the content and structure of this thesis significantly.
4. Aida Rostika, S.Pd., as my mentor teacher. Thank you for your guidance, support, and kind assistance during my teaching practice and research process. Your help in facilitating classroom activities and providing valuable input greatly contributed to the completion of this thesis. Your mentorship has been a meaningful part of my academic journey.

TABLE OF CONTENTS

COVER	i
STATEMENT OF AUTHENTICITY.....	ii
LETTER OF ADVISOR’S APPROVAL.....	iii
ADVISOR SHEET.....	iv
THESIS APPROVAL.....	v
RATIFICATION.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
ACKNOWLEDMENT	ix
MOTTO	xi
DEDICATIONS	xii
TABLE OF CONTENTS	xv
LIST OF TABLES.....	xviii
LIST OF FIGURES	xx
LIST OF FIGURES	xxi
CHAPTER 1 INTRODUCTION	
A. Background of The Study	1
B. Identification of The Problem	6
C. Limited of The Problem	6
D. Research Questions	6
E. Research Objective	6
F. Significance of The Study	7
G. Definition of The Key Terms.....	7

CHAPTER II LITERATURE REVIEW

A. Conceptual Description.....	9
1. Definition of reading.....	9
2. Definition of reading comprehension	11
3. Narrative Text	12
4. Digital Learning	16
B. Let's Read	19
C. Previous studies.....	21
D. Conceptual Framework	23
1. Independent Variable.....	23
2. Dependent variable	23
3. Logical argumentation	23
E. Research assumptions	25
F. Hypothesis	25

CHAPTER III RESEARCH METHOD

A. Research Design.....	26
B. Location and Time of Research	27
1. Research location.....	27
2. Time Research	27
C. Population and Sample.....	27
1. Population	27
2. Sample	28
D. Operational definition of variable	28
E. Collection the data technique	29
F. The Research Instrument	34
G. Data analysis techniques	38

CHAPTER IV RESULT AND DISCUSSION

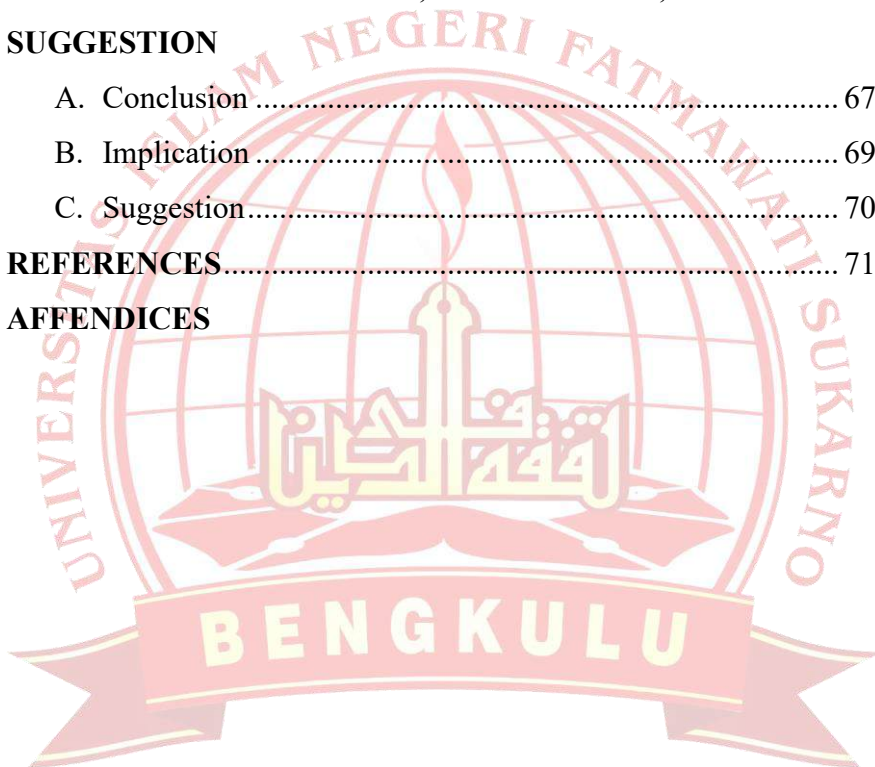
A. Data Descriptions	42
B. Assumption Test	46
C. Data Analysis	52
D. Discussion	60

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion	67
B. Implication	69
C. Suggestion	70

REFERENCES	71
-------------------------	----

AFFENDICES



LIST OF TABLES

Table 2.1 Example of Narrative Text “Lonely Landy”	14
Table 3.1 Quasi-Experimental Design	26
Table 3.2 Data of Sample.....	28
Table 3.3 Comparison Teaching Activities in Experimental and Control group	32
Table 3.4 Data Validation of Test.....	35
Table 3.5 Difficulty Level Category	36
Table 3.6 Data of Difficult Level.....	36
Table 3.7 Category of Discriminating Power	37
Table 3.8 Data of Discriminating Power	37
Table 4.1 Pre-Test Distribution Frequency Qualification.....	42
Table 4.2 Pre-Test Distribution Frequency Qualification.....	44
Table 4.3 The Normality Test of Pretest Scores of the Experimental Group	46
Table 4.4 The Normality Test of Pretest Scores of the Control Group	48
Table 4.5 The Normality Test of Post-test Scores of the Experimental Group.....	49
Table 4.6 The Normality Test of Pretest Scores of the Control Group	50
Table 4.7 Test of Homogeneity of Variances	51
Table 4.8 Test of Homogeneity of Variances	52
Table 4.9 Wilcoxon Signed Ranks Test.....	53
Table 4.10 Hypothesis Wilcoxon Test.....	54

Table 4.11 Wilcoxon Signed Ranks Test.....	55
Table 4.12 Hypothesis Wilcoxon Test.....	56
Table 4.13 Mann-Whitney U Test of Pre-Test	56
Table 4.14 Mann-Whitney U Test “Ranks”	57
Table 4.15 Mann-Whitney U Test of Post-Test.....	58



LIST OF FIGURES

Figure 4.1	Graph for Pretest and Posttest Scores in Experimental Group	30
Figure 4.2	Graph for Pretest and Posttest Scores in Control Group	32
Figure 4.3	The Histogram of Normality Test of the Student's Pretest Scores in the Experimental Group	34
Figure 4.4	The Histogram of Normality Test of the Student's Pretest Scores in the Control Group	35
Figure 4.5	The Histogram of Normality Test of the Student's Post-test Scores in the Experimental Group	36
Figure 4.6	The Histogram of Normality Test of the Student's Pretest Scores in the Control Group	37
Figure 4.7	Graph for Pre-test and Post-test Scores in Experimental and Control Group	43

LIST OF APPENDICES

- Appendix 1 Lesson Plan
- Appendix 2 Research Instruments
- Appendix 3 Answer sheet of students' pre test
- Appendix 4 Answer sheet of students' post test
- Appendix 5 Table Score Test for Experimental Group
- Appendix 6 Table Score Test for Control Group
- Appendix 7 Supervisor's Decree Letter
- Appendix 8 Calculation Results of the Instrument Tryout
- Appendix 9 Validation of Instrument
- Appendix 10 Letter Permission to Try Out
- Appendix 11 Research Permit Application Letter
- Appendix 12 Certificate of Research Completion
- Appendix 13 Attendance List of Student
- Appendix 14 Thesis Supervision Control Card
- Appendix 15 Documentation
- Appendix 16 Declaration of Plagiarism Verification
- Appendix 17 Turnitin Report Result