

**IMPROVING STUDENTS' READING COMPREHENSION ON
NARRATIVE TEXT THROUGH MENTIMETER AT THE TENTH
GRADE OF SMA HANG TUAH 1 SURABAYA**



By:

Yesi Oktaviani
NPM.22620002

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIJAYA KUSUMA SURABAYA UNIVERSITY

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APPROVAL SHEET I

This thesis written by Yesi Oktaviani, NPM 22620002, entitled IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT THROUGH MENTIMETER AT THE TENTH GRADE OF SMA HANG TUAH 1 SURABAYA has been approved undertaken in Thesis Examination.

Surabaya, July 9, 2026

Approved by:

Advisor 1,

Advisor 2,

Dra. Bkti Wirawati, M.Pd.
NIK: 92152-ET

Dr. Amiruddin Hadi W., S.Pd., M.Pd.
NIK: 22858-E

APPROVAL SHEET II

Writer : Yesi Oktaviani
NPM : 22620002
Title :IMPROVING STUDENTS' READING COMPREHENSION ON
NARRATIVE TEXT THROUGH MENTIMETER AT THE TENTH
GRADE OF SMA HANG TUAH 1 SURABAYA

Has been approved by committee of Thesis Examination on July 9, 2026 and hereby
declared to have fulfilled on the requirement.

First Examiner

Signature

Dra. Bkti Wirawati, M.Pd.

NIK: 92152-ET

Second Examiner

Dr. Amiruddin Hadi Wibowo, S.Pd., M.Pd.

NIK: 22858-ET

Third Examiner

Dr. Ribut Surjowati, M.Pd.

NIK:94231-ET

Acknowledged by,
Dean of Teacher Training and Education Faculty

Dra. Anik Kirana, M.Pd.

NIK: 91115-ET

CERTIFICATE OF ORIGINALLY

I hereby sign and submit the form below:

Name : Yesi Oktaviani
NPM: : 22620002
Study Program : English Department
Faculty : Teacher Training and Education

To declare the certificate of originally that:

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Surabaya, July 9, 2026

Yesi Oktaviani

NPM.22620002

MOTTO

In the end you only have yourself, so take a good care of it.

ABSTRACT

Oktaviani Yesi. 2026. “Improving Students’ Reading Comprehension on Narrative Text Through Mentimeter at the Tenth Grade of SMA Hang Tuah 1 Surabaya”. The Advisor: (1) Dra. Bakti Wirawati, M.Pd and (2) Dr. Amiruddin Hadi W., S.Pd., M.Pd.

Reading comprehension is a crucial competency in English language learning. However, students in class X-4 at SMA Hang Tuah 1 Surabaya still struggle to comprehend narrative texts, particularly in identifying main ideas, understanding vocabulary in context, recognizing generic structures, identifying story elements, and grasping the linguistic features of the text. Contributing factors to these issues include low student engagement, a reliance on teacher-centered methods, and limited use of interactive digital learning media. Therefore, this study aims to improve students' reading comprehension of narrative texts through the use of Mentimeter as an interactive learning medium. This study employs the Classroom Action Research (CAR) method based on the Kemmis and McTaggart model, conducted over two cycles comprising planning, action implementation, observation, and reflection. The subjects of the study were 29 students from class X-4 at SMA Hang Tuah 1 Surabaya during the 2025/2026 academic year. Data were collected via reading comprehension tests and observation sheets. Quantitative data were analyzed based on test results and the percentage of learning mastery, while qualitative data were analyzed descriptively based on observations made during the learning process. The results indicate that the use of Mentimeter successfully improved students' reading comprehension. In the preliminary study, no students (0%) met the Minimum Mastery Criterion (KKM) of 75. Following the intervention in Cycle I, the number of students meeting the KKM rose to 12 out of 29 (41%). After instructional improvements in Cycle II, this figure increased further to 22 students (75.9%), thereby meeting the study's success indicators. Furthermore, observations revealed that students became more active, enthusiastic, confident, and engaged in the learning process. The use of Mentimeter's interactive features also provided immediate feedback, creating a more engaging learning atmosphere and boosting student participation. Based on these findings, it can be concluded that the use of Mentimeter is success in enhancing students' reading comprehension of narrative texts. In addition to improving learning outcomes, Mentimeter can also boost student motivation, participation, and engagement during the English learning process.

Keywords: *Classroom Action Research, Narrative Text, Mentimeter, Reading Comprehension*

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I hope this thesis can provide valuable contributions and beneficial insights to readers, particularly in the field of English Language Education.

Surabaya, July 9, 2026

Author,

Yesi Oktaviani

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