

**ENGLISH SCORE APPLICATION: HOW IT OPTIMIZES ELEVENTH
GRADERS' READING COMPREHENSION ACHIEVEMENT**



A THESIS

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English Score Application: How it Optimizes Eleventh Graders' Reading
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State that :

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources are the results of my observation, process, and thought with the guidance of my advisors.
2. The thesis that the writer wrote is original and has never been handed in another academic degree, neither at Indo Global Mandiri University nor other Universities.

This statement is made truthfully, and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my Sarjana degree that the writer has received through this thesis.

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DEDICATION

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Alhamdulillah, all praise and gratitude be to Allah SWT for His endless blessings, mercy, and guidance, which have given me the strength and opportunity to complete this thesis. This journey has been filled with challenges and valuable lessons, but through the prayers, love, and unwavering support of those around me, I was able to overcome every step. With heartfelt gratitude, I dedicate this thesis to:

1. My deepest gratitude to Allah SWT for answering every prayer, easing every path, and granting every lesson throughout the journey of completing this thesis.
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“ Allah tidak mengatakan hidup mudah. Tetapi Allah berjanji, bahwa
Sesungguhnya bersama kesulitan ada kemudahan”
(Q.S Al-Insyirah:5-6)

*“Life can be heavy, especially if you try to carry it all at once.
Part of growing up and moving into a new chapters of life is about catch relase”
(Taylor Swift)*

“Keberhasilan bukanlah milik orang pintar,
keberhasilan adalah milik mereka yang senantiasa berusaha”
(BJ Habibie)

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Palembang, 30 July 2026



Tantri Sucen

ABSTRACT

Reading comprehension is one of the essential skills in English as a Foreign Language (EFL) learning; however, many Indonesian students still experience difficulties in understanding English texts due to limited vocabulary, low reading motivation, and conventional teaching methods. This study aimed to investigate whether the English Score Application integrated with the think-aloud strategy could optimize eleventh graders' reading comprehension achievement and improve the aspects of reading comprehension. This study employed a quantitative approach using a quasi-experimental design with a pre-test and post-test. The participants were 68 eleventh-grade students of Senior High School 11 Palembang in the 2025/2026 academic year, consisting of 34 students in the experimental group and 34 students in the control group selected through purposive sampling. The experimental group received instruction using the English Score Application integrated with the think-aloud strategy. Data were collected using a 40 item multiple choice reading comprehension test. The data were analyzed using descriptive statistics, Shapiro-Wilk normality test, Levene's homogeneity test, paired-samples t-test, independent-samples t-test, and stepwise regression analysis. The findings revealed that the experimental group achieved significantly higher post-test scores than the control group. The paired-samples t-test showed significant improvement in the experimental group's reading comprehension achievement and all reading comprehension aspects. The independent-samples t-test also indicated significant mean differences between the experimental and control groups. Furthermore, factual information demonstrated the greatest improvement among the five reading comprehension aspects, followed by main idea, references, specific words, and conclusion. In conclusion, the English Score Application integrated with the think-aloud strategy was effective in improving eleventh graders' students reading comprehension achievement and all aspects of reading comprehension in EFL learning.

Keywords: English Score Application, Reading Comprehension Achievement, Think-Aloud Strategy, Mobile-Assisted Language Learning.

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