A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG

THESIS

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ABSTRACT

Mentary Ananda Putri. 2322003. A Comparative Study of English Reading Comprehension between High and Low Digital Multitasking 1Oth Grade Students at SMA Negeri 5 Sijunjung. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sjech M. Djamil Djambek Bukittinggi, 2026.

The rapid development of digital technology encouraged students to engage in digital multitasking, which refers to the simultaneous use of multiple digital devices or applications during learning activities. This habit was believed to influence students' English reading comprehension because it may reduce their attention and concentration while reading. However, previous studies have reported inconsistent findings regarding the relationship between digital multitasking and reading comprehension. Therefore, this study aimed to compare the English reading comprehension between students with high and low levels of digital multitasking at SMA Negeri 5 Sijunjung.

This study employed a quantitative approach using a comparative research design. The population consisted of all tenth-grade students at SMA Negeri 5 Sijunjung, totaling 91 students from three classes. Since the population was relatively small, total sampling was employed, allowing all students to participate in the study. Data were collected using a Digital Multitasking Questionnaire and a multiple-choice reading comprehension test. The data were analyzed using descriptive statistics, normality and homogeneity tests, and an Independent Samples t-test with the assistance of IBM SPSS.

The results showed that the Low Digital Multitasking Group obtained a slightly higher mean score in English reading comprehension than the High Digital Multitasking Group. However, the Independent Samples t-test revealed that the calculated t-value (-1.354) was lower than the critical t-table value (±1.987), and the significance value (Sig. 2-tailed = 0.179) was higher than 0.05. Therefore, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. These findings indicate that there was no statistically significant difference in English reading comprehension between students with high and low levels of digital multitasking at SMA Negeri 5 Sijunjung.

Keywords: *Digital Multitasking, Reading Ccomprehension, Comparative Research.*

ABSTRAK

Mentary Ananda Putri, 2322003. Studi Komparatif Kemampuan Pemahaman Membaca Bahasa Inggris antara Siswa Kelas X yang Memiliki Tingkat Digital Multitasking Tinggi dan Rendah di SMA Negeri 5 Sijunjung. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sjech M. Djamil Djambek Bukittinggi, 2026.

Perkembangan teknologi digital yang semakin pesat mendorong siswa untuk melakukan digital multitasking, yaitu penggunaan beberapa perangkat atau aplikasi digital secara bersamaan selama kegiatan belajar. Kebiasaan ini diyakini dapat memengaruhi kemampuan membaca pemahaman bahasa Inggris karena berpotensi mengurangi perhatian dan konsentrasi siswa saat membaca. Namun, penelitian-penelitian sebelumnya menunjukkan hasil yang tidak konsisten mengenai hubungan antara digital multitasking dan kemampuan membaca pemahaman. Oleh karena itu, penelitian ini bertujuan untuk membandinkan kemampuan membaca pemahaman bahasa Inggris antara siswa dengan tingkat digital multitasking tinggi dan rendah di SMA Negeri 5 Sijunjung.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian komparatif. Populasi penelitian adalah seluruh siswa kelas X SMA Negeri 5 Sijunjung yang berjumlah 91 siswa dari tiga kelas. Karena jumlah populasi relatif kecil, penelitian ini menggunakan teknik total sampling sehingga seluruh populasi dijadikan sampel penelitian. Data dikumpulkan melalui Digital Multitasking Questionnaire dan tes membaca pemahaman berbentuk pilihan ganda. Data dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, dan Independent Samples t-test dengan bantuan program IBM SPSS.

Hasil penelitian menunjukkan bahwa Kelompok Digital Multitasking Rendah memperoleh rata-rata skor pemahaman membaca bahasa Inggris yang sedikit lebih tinggi dibandingkan dengan Kelompok Digital Multitasking Tinggi. Namun, hasil uji Independent Samples t-test menunjukkan bahwa nilai t-hitung (-1.354) lebih kecil daripada nilai t-tabel (±1.987), dan nilai signifikansi (Sig. 2-tailed = 0.179) lebih besar dari 0.05. Oleh karena itu, hipotesis nol (H_0) diterima dan hipotesis alternatif (H_a) ditolak. Temuan ini menunjukkan bahwa tidak terdapat perbedaan yang signifikan secara statistik dalam kemampuan pemahaman membaca bahasa Inggris antara siswa dengan tingkat digital multitasking tinggi dan rendah di SMA Negeri 5 Sijunjung.

Kata Kunci: *Digital Multitasking*, *Pemahaman Membaca, Penelitian Comparatif.*

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Bukittinggi, July 2026

Researcher

MentaryAnanda Putri
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an important skill in English learning because it helps students obtain information, understand ideas, and interpret meaning from written texts. According to Grabe and Stoller (2011), reading is a complex cognitive process that involves the interaction between linguistic knowledge and higher level thinking skills. In this research, intensive reading and digital reading are closely related to reading comprehension. Brown (2004) explains that intensive reading focuses on detailed understanding, such as identifying main ideas, specific information, vocabulary in context, inference, and text purpose. Meanwhile, digital reading refers to reading activities conducted through digital devices such as smartphones. Baron (2015) states that digital reading may be associated with reduced depth of comprehension due to divided attention during reading activities.

Reading comprehension plays a crucial role in students academic achievement and overall language development. According to Snow (2002) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The definition emphasizes that comprehension is an active process. Readers do not passively receive information: instead, they interact with the text, connect ideas, and integrate them with their prior knowledge.

Reading comprehension is measured through several key components that indicate how well students understand a written text. The components of reading comprehension are adapted from the framework proposed by Brown (2004) and supported by Harmer (2007), which emphasize understanding both explicit and implicit meaning in a text.

The first component is identifying the main idea, which refers to recognizing the central point of a paragraph or text. The second component is finding specific information, which involves locating factual details stated in the text. The third component is understanding vocabulary in context, which refers to interpreting the meaning of unfamiliar words based on surrounding sentences. The fourth component is making inference, which is understanding implied meaning that is not directly stated. The fifth component is identifying the purpose of the text, which refers to recognizing the writer's intention, such as to inform, explain, or persuade.

The components are used to measure how well students comprehend a text and answer comprehension questions accurately. Therefore, uses main idea, specific information, vocabulary in context, inference, and text purpose as the components of reading comprehension.

Reading comprehension is related to students ability to maintain attention during the reading process. According to Brown (2004), reading comprehension requires active processing and concentration in order to understand both explicit and implicit meaning in a text. When students are unable to maintain attention, their reading comprehension may be affected.

In addition, the concept of capacity refers to the limited ability of working memory to process and store information at one time. Sweller (2019) explains that when cognitive load exceeds this capacity, comprehension becomes less effective.

From a cognitive perspective, reading comprehension requires attention control and working memory capacity. Perfetti and Stafura (2014) explain that comprehension involves efficient word processing and the integration of information during reading activities. When students attention is divided, their ability to process information may become limited, which can reduce comprehension quality.

PISA 2022 conducted by the OECD reported a decline in students reading performance. The report showed that many students still experienced difficulties in understanding texts and achieving minimum reading proficiency levels (OECD, 2023). In Indonesia, students' reading scores were also below the OECD average, indicating that reading comprehension remains a major challenge at the secondary school level.

In the current digital era, students learning activities are closely connected to technology and digital devices. Sastri (2023) states that technology plays an important role in supporting English language learning by increasing students engagement and creating meaningful learning experiences. Ophir et al. (2009) define digital multitasking as engaging in multiple digital activities simultaneously. During learning activities, students may divide their attention between reading tasks and other digital

activities, such as checking notifications or switching applications. May and Elder (2018) explain that frequent task-switching may reduce students learning focus and attention during academic activities.

Digital multitasking can be classified into different levels based on the frequency of engaging in multiple media activities simultaneously. According to Ophir et al. (2009), individuals can be categorized as high and low media multitaskers, commonly measured using the Media Multitasking Index (MMI). High media multitaskers frequently engage in multiple activities at the same time, tend to switch attention more often, and have lower ability to filter irrelevant information, making them more susceptible to distraction.

In contrast, low media multitaskers engage in fewer simultaneous activities and demonstrate better attentional control and focus. This perspective is supported by Moisala et al. (2016), who found that higher levels of media multitasking are associated with weaker attention control. Based on these perspectives, high digital multitasking in this research refers to students who frequently divide their attention between reading and smartphone related activities, while low digital multitasking refers to students who are more able to maintain focus, which may influence their reading comprehension performance.

Recent studies show that digital multitasking may be related to students cognitive performance. May and Elder (2018) found that frequent task-switching divides attention and reduces learning focus. Mrazek et al.

(2021) explain that divided attention weakens working memory, leading to more superficial information processing. Furthermore, Ronconi et al. (2025) highlight that fragmented attention can disrupt students ability to connect ideas, understand overall meaning, and retain information in reading. Therefore, digital multitasking is not only a distraction but also a behavior that may affect students reading comprehension.

In addition to digital multitasking, students digital literacy may also contribute to reading comprehension. Digital literacy refers to the ability to access, evaluate, and use digital information effectively for academic purposes. Sahyoni and Sastri (2023) argue that technology can support English language learning by providing authentic learning resources, interactive media, collaborative learning opportunities, and immediate feedback when it is used effectively. Similarly, Sari et al. (2023) found a significant positive relationship between digital literacy and English reading comprehension achievement. These findings suggest that the impact of technology depends on how students use and regulate digital resources during learning.

Despite the growing body of international evidence highlighting the cognitive and academic risks of digital multitasking, empirical research focusing specifically on Indonesian secondary school contexts remains limited. Most existing studies emphasize technology integration or digital literacy rather than directly comparing reading comprehension outcomes between students with high and low levels of digital multitasking.

Moreover, many studies rely on correlational approaches without conducting comparative quantitative analyses that clearly demonstrate performance differences between groups.

Therefore, a clear empirical gap exists between cognitive theories that emphasize focused attention as a prerequisite for effective reading comprehension and the reality of widespread digital multitasking among students in Indonesia. Addressing this gap is essential to provide context based empirical evidence that can inform instructional strategies and classroom management practices.

Based on preliminary observations and interviews conducted on Monday, February 23rd, and Wednesday, April 1st, 2026, at SMA Negeri 5 Sijunjung during English reading lessons, differences in students' digital behavior were identified. Some students remained focused on reading tasks, while others frequently shifted their attention to smartphones, especially during longer texts. Interview with the English teacher confirmed that the pattern often occurred during reading activities. The results indicate that students digital behavior may influence their concentration and potentially affect their reading comprehension performance.

The English teacher at SMA Negeri 5 Sijunjung explained that students who were able to maintain focus during reading activities tended to achieve better results in reading comprehension, particularly in inferential and analytical questions. In contrast, differences in students reading comprehension performance may be related to variations in students digital

multitasking habits during reading activities. Findings from informal interviews with 11 students from classes XE1, XE2, and XE3, which regularly used smartphones during English learning activities, supported the explanation. Most students admitted that they often checked notifications or opened other applications while reading texts. Students A, B, C, D and E stated that such habits caused them to lose focus and needing to read the text because important information was missed, and students K, F, G, H, I, J and K reported difficulty in understanding the overall meaning of the text. The results indicated that digital multitasking frequently occurred during reading activities and might be related to students reading comprehension performance, although further investigation was still needed.

Preliminary reading scores obtained from the English teacher also showed differences in students reading comprehension performance among the tenth-grade classes. Students who were more focused during reading activities generally achieved better scores, while students who frequently engaged in smartphone-related activities tended to experience lower reading performance. The complete data of students reading scores are attached in **Appendix 3 page 82.**

SMA Negeri 5 Sijunjung is selected as the research setting because it provides a relevant context for examining the relationship between students digital multitasking behavior and their reading comprehension ability. The school represents a semi-rural environment where smartphones are frequently used during English learning activities, allowing the

researcher to observe students digital behavior in authentic classroom situations. Therefore, SMA Negeri 5 Sijunjung is considered an appropriate and meaningful site for conducting this comparative study.

Quantitative research in semi rural educational settings, such as SMA Negeri 5 Sijunjung, is still limited. Differences in technological access, learning culture, and students digital habits may influence how they engage with English reading activities. However, most previous studies focus on urban schools, making semi rural contexts underrepresented and creating challenges for teachers in designing appropriate instructional strategies.

Based on the explanation above, this research focuses on comparing English reading comprehension between high and low digital multitasking tenth-grade students at SMA Negeri 5 Sijunjung. Several theories and previous findings suggest that high digital multitasking may reduce students concentration and interfere with reading comprehension, while low digital multitasking tends to support better attentional control and learning focus. Therefore, this study aims to provide empirical evidence regarding whether differences in students digital multitasking behavior significantly influence their reading comprehension performance.

B. Identification of the Problem

Based on the background above, several problems can be identified. First, many students still experience difficulties in reading comprehension, particularly in understanding texts, identifying main ideas, and making

inferences. Second, reading comprehension requires concentration and sustained attention during reading activities. However, some students appear to have difficulty maintaining focus while reading English texts. Third, the increasing use of smartphones during learning activities has encouraged digital multitasking behavior, where students frequently divide their attention between reading tasks and other digital activities. Fourth, differences in students multitasking behavior may influence their reading comprehension performance, especially between students with high and low levels of digital multitasking. Finally, research that specifically compares reading comprehension based on digital multitasking levels, particularly in Indonesian secondary school contexts, is still limited.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limits the scope of this research to comparing English reading comprehension performance between students with high and low levels of digital multitasking behavior among the 10th grade students at SMA Negeri 5 Sijunjung. The reading comprehension material in this research focuses on recount texts, particularly on students ability to identify main ideas, specific information, vocabulary meaning, references, and make inferences based on the indicators of reading comprehension.

D. Formulation of the Problem

Based on the limitation of the problem described above, the research problem is formulated in the following question: Is there a significant

difference in English reading comprehension performance between students with high levels of digital multitasking behavior and those with low levels of digital multitasking behavior among the 10th grade students at SMA Negeri 5 Sijunjung?

E. Purposes of Research

Based on the formulation of the problem above, the purpose of this research is to examine and compare the English reading comprehension performance of students with high and low levels of digital multitasking behavior among the 10th grade students at SMA Negeri 5 Sijunjung.

F. Significance of Research

This research is expected to provide both theoretical and practical contributions. Theoretically, this research may contribute to a better understanding of the relationship between digital multitasking behavior and students English reading comprehension performance, particularly in learning contexts at the senior high school level.

Practically, this research is expected to provide benefits for teachers, students, and the school institution.

1. For Teachers

   The findings of this research may serve as a consideration in designing instructional strategies that encourage sustained attention and minimize digital distractions during reading activities.

2. For Students

   This research may raise students awareness of how their digital habits relate to their reading comprehension performance and encourage them to develop more focused learning behaviors

3. For the School

   The results of this research may provide useful input for the school in developing classroom management policies related to the appropriate use of digital devices in learning environments.

G. Definition of Key Terms

1. English Reading Comprehension

   English reading comprehension refers to students ability to understand, interpret, and gain meaning from written English texts. In this research, it refers to the tenth grade students ability to comprehend English reading texts as measured through a multiple choice reading test.

2. Digital Multitasking

   Digital multitasking refers to the habit of doing more than one digital activity at the same time, such as reading while checking notifications or opening other applications. In this research, it refers to students tendency to divide their attention between English reading tasks and smartphone related activities during learning.

3. High and Low Digital Multitasking

   High and low digital multitasking refer to differences in students frequency of engaging in multiple digital activities during reading tasks.

In this research, the classification of high and low digital multitasking is determined based on students' questionnaire scores. Students who obtain higher questionnaire scores are categorized as high digital multitaskers, while students who obtain lower scores are categorized as low digital multitaskers. This classification is used to compare students' reading comprehension performance.

4. Students

   Students are learners who study English in a country where English is not used as the first language. In this research, students refer to the tenth grade students of SMA Negeri 5 Sijunjung who learn English as a school subject in the Indonesian educational context.

CHAPTER II

REVIEW OF LITERATURE

A. Literature Review

1. Reading

a. Definition of Reading

Reading is an important skill in English learning because it helps students obtain information, understand ideas, and interpret meaning from written texts. Reading is not only a matter of recognizing words, but also a process of constructing meaning from the text. According to Nunan (2003), reading is a fluent process of combining information from a text and the reader's own background knowledge to build meaning. Similarly, Johnson (2008) explains that reading is the process of creating meaning through written language. According to Grabe and Stoller (2011), reading is a cognitive process in which readers construct meaning from a text. Similarly, Nunan (2003) states that reading is a process of combining information from the text with the readers background knowledge to understand meaning. From those explanations, reading can be understood as a process of understanding and interpreting written texts. In this research, reading refers to students activity in understanding English texts during classroom learning.

b. Aspects of Reading

Reading involves several important aspects that support students in understanding a text. According to Brown (2004), reading includes both lower level and higher level skills, such as understanding vocabulary, identifying the main idea, finding specific information, making inferences, and understanding the purpose of the text. In this research, the aspects of reading are focused on main idea, specific information, vocabulary in context, inference, and purpose of the text because these aspects are closely related to the indicators used in the reading comprehension test.

c. Assessing Reading

Assessing reading is an important part of English language learning because it helps the teacher and the researcher understand the extent to which students are able to comprehend written texts. Through reading assessment, students' reading ability can be measured systematically based on specific indicators. According to Brown and Abeywickrama (2019), assessing reading means evaluating students' ability to understand written language through appropriate tasks and test formats. Reading assessment should not only measure students' recognition of words or isolated sentences, but also their ability to construct meaning from a complete text.

The form of assessment is considered appropriate because it allows the researcher to measure students comprehension

objectively and efficiently. Reading in the research is assessed through key indicators of reading comprehension. The assessment focuses on students' ability to identify the main idea, find specific information, understand vocabulary in context, make inferences, and identify the purpose of the text. Each indicator reflects how well students comprehend English reading texts, both in terms of explicit and implicit meaning. Therefore, reading comprehension refers to students' ability to understand, interpret, and respond to written texts based on those components.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is not merely the ability to pronounce written words correctly, but more importantly, the ability to understand, interpret, and construct meaning from a text. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This definition emphasizes that comprehension is an active process. Readers do not passively receive information; instead, they interact with the text, connect ideas, and integrate them with their prior knowledge.

Similarly, Grabe and Stoller (2011) explain that reading comprehension involves both lower-level and higher-level cognitive processes. Lower-level processes include word

recognition, vocabulary access, and syntactic parsing. These processes allow readers to decode linguistic elements efficiently. Meanwhile, higher-level processes involve making inferences, identifying main ideas, recognizing text organization, and evaluating arguments. Both levels operate simultaneously and require coordination within the reader's cognitive system. This view shows that reading comprehension is not a simple skill, but a complex process that requires both language knowledge and mental processing ability.

In line with those explanations, Klingner, Vaughn, and Boardman (2007) also state that reading comprehension is a complex process in which readers use background knowledge, vocabulary, and thinking skills to understand a text. This means that comprehension does not happen automatically, but develops through the interaction between the reader and the written text.

From several definitions above, it can be understood that reading comprehension is the ability to gain meaning from a written text through a combination of language knowledge, background knowledge, and cognitive processes. In other words, students are not only expected to read the words in a text, but also to understand the message, identify important information, connect ideas, and interpret meaning correctly.

Among those theories, the explanation proposed by Grabe and Stoller (2011) is the most relevant to this research because it clearly explains that reading comprehension involves both basic and higher-level cognitive processes. This is closely related to the focus of this study, since students who frequently engage in digital multitasking may experience difficulties not only in maintaining attention, but also in processing information deeply while reading. Therefore, the theory of Grabe and Stoller (2011) is considered highly suitable to support this research on students' reading comprehension in relation to digital multitasking behavior.

b. Levels of Reading Comprehension

Reading comprehension can be categorized into several levels based on depth of understanding. The first level is literal comprehension, where readers identify information explicitly stated in the text. This includes recognizing main ideas, specific details, and factual information. Literal comprehension mainly depends on vocabulary knowledge and basic decoding skills.

The second level is inferential comprehension. At this stage, readers interpret implied meanings and draw logical conclusions that are not directly stated. According to Koda (2005) explains that inferential comprehension requires readers to connect information across sentences and paragraphs while also using background knowledge. This level demands greater cognitive effort compared

to literal comprehension because readers must go beyond surface-level information.

The third level is critical comprehension, which involves evaluating the author's ideas, identifying bias, and forming independent judgments. Critical comprehension requires analytical thinking and deeper engagement with the text. Readers must assess arguments and determine the credibility of information.

Recent research by Zhang and Kim (2022) indicates that inferential and critical comprehension require higher working memory involvement. Readers must hold multiple pieces of information simultaneously while constructing deeper meaning. Students with limited cognitive capacity may therefore struggle more with higher-level comprehension tasks.

In conclusion, reading comprehension develops across multiple levels, from literal understanding to critical evaluation. Higher levels of comprehension require stronger cognitive resources, especially working memory and attention control. Students who experience cognitive overload or distraction may perform adequately at the literal level but struggle with inferential and critical tasks.

c. Factors Affecting Reading Comprehension

Reading comprehension is influenced by both linguistic and cognitive factors. From a linguistic perspective, vocabulary knowledge plays a central role. According to Nation (2013) limited vocabulary significantly restricts comprehension because readers cannot interpret key concepts within the text. Grammar knowledge is also essential, as sentence structure influences meaning construction.

However, comprehension is not determined solely by linguistic ability. Cognitive factors such as attention and working memory are equally important. According to Baddeley (2000) explains that working memory is responsible for temporarily storing and manipulating information during complex tasks. In reading activities, students must retain previously read sentences while processing new ones. If working memory capacity is limited, comprehension may become fragmented.

Recent findings by Madore et al. (2023) demonstrate that divided attention negatively affects reading performance. Students exposed to competing stimuli during reading tasks showed lower recall accuracy and weaker integration of ideas. This suggests that distraction interferes with the cognitive processes required for deep comprehension. In the digital era, distractions frequently come from smartphones, notifications, and online platforms. As a

result, attention control becomes increasingly important in maintaining effective comprehension performance.

In conclusion, reading comprehension is shaped by an interaction between linguistic knowledge and cognitive capacity. While vocabulary and grammar form the foundation, attention control and working memory determine how effectively information is processed. Distractions and divided attention may weaken comprehension, especially in complex reading tasks. Since reading comprehension requires attention, concentration, and cognitive processing, students who frequently engage in digital multitasking may face difficulties in maintaining focus while reading. Therefore, digital multitasking becomes one of the relevant factors to be considered in understanding students' reading comprehension performance.

d. Components of Reading Comprehension

Reading comprehension is measured through several key components that reflect how well students understand a text. Brown (2004) states that comprehension involves understanding both explicit and implicit meaning. The first component is identifying the main idea, which refers to recognizing the central point of a text. The second is finding specific information, which involves locating factual details stated in the text. The third is understanding vocabulary in context, which refers to interpreting

the meaning of unfamiliar words based on surrounding sentences. The fourth is making inference, which is understanding implied meaning that is not directly stated. The fifth is identifying the purpose of the text, which refers to recognizing the writer's intention. In the research, those five components are used to measure students reading comprehension because they are relevant to the indicators used in the reading test.

3. Digital Multitasking in Education

a. Definition of Digital Multitasking

Digital multitasking refers to engaging in multiple digital activities simultaneously or switching rapidly between tasks. Ophir, Nass, and Wagner (2009) introduced the concept of media multitasking and found that heavy media multitaskers tend to demonstrate weaker attentional control compared to light multitaskers.

In educational contexts, According to Uncapher and Wagner (2020) frequent task switching may weaken cognitive control mechanisms, particularly in activities requiring sustained attention. Students who regularly alternate between academic tasks and social media may develop fragmented attention patterns over time.

In classroom situations, digital multitasking often occurs when students read academic texts while simultaneously checking

notifications, replying to messages, or browsing unrelated websites. Although students may believe that they can manage multiple tasks effectively, empirical evidence suggests that multitasking reduces processing efficiency.

In conclusion, digital multitasking involves divided attention and rapid task switching, both of which demand additional cognitive resources. In academic contexts, this behavior may reduce students' ability to maintain sustained focus during learning activities.

b. Digital Multitasking in Reading Comprehension

A growing body of research indicates that digital multitasking may be related to academic outcomes. May and Elder (2018) found that students who engaged in texting during reading activities scored significantly lower on comprehension tests. This suggests that multitasking reduces the depth of information processing.

More recent findings by Liu et al. (2024) confirm that habitual media multitasking is associated with weaker text comprehension and lower metacognitive awareness. Students who multitask frequently may struggle to monitor their own understanding effectively.

According to Clawson et al. (2025) further report that digital interruptions increase cognitive effort and decrease recall

performance, particularly in tasks that require integration of complex information. These findings support the argument that multitasking may overload cognitive resources.

In conclusion, digital multitasking appears to negatively influence academic performance, particularly in tasks requiring deep comprehension. Frequent task switching consumes cognitive resources that should be allocated to meaningful processing, leading to more superficial understanding.

c. Digital Multitasking in Reading Context

Reading comprehension already requires substantial cognitive effort due to unfamiliar vocabulary and grammatical structures. Lin (2023) explains that second language readers must allocate additional cognitive resources for language processing compared to native readers.

When digital multitasking occurs during reading, cognitive demands increase even further. Students must divide attention between linguistic decoding and digital stimuli. This division may reduce comprehension accuracy, especially in inferential and analytical questions that require deeper processing. Therefore, digital multitasking may have a stronger negative impact in classrooms, where reading tasks are cognitively demanding from the beginning.

In conclusion, reading contexts, digital multitasking may intensify cognitive burden and interfere with deeper levels of comprehension. Because reading already requires significant mental effort, additional distractions may further reduce students' reading performance.

d. High and Low Digital Multitasking

Digital multitasking can be classified into different levels based on the frequency of engaging in multiple media activities simultaneously. According to Ophir et al. (2009), individuals can be categorized as high and low media multitaskers, commonly measured using the Media Multitasking Index (MMI). High media multitaskers frequently engage in several activities at the same time, tend to switch attention more often, and have a lower ability to filter irrelevant information, making them more susceptible to distraction. In contrast, low media multitaskers engage in fewer simultaneous activities and demonstrate better attentional control and concentration. This finding is supported by Moisala et al. (2016), who found that higher levels of media multitasking are associated with weaker attention control.

Wagner and Uncapher (2018) explain that high levels of media multitasking are related to reduced attentional control and increased distractibility. Similarly, Mrazek et al. (2021) found that frequent multitasking weakens working memory and leads to more

superficial information processing. In addition, Mark (2018) states that constant task switching increases cognitive load and reduces sustained attention during learning activities. These findings indicate that high multitaskers tend to experience fragmented attention and greater difficulty maintaining focus during learning activities.

On the other hand, low digital multitaskers tend to demonstrate stronger attentional control and better concentration. Ophir et al. (2009) state that low multitaskers are generally more capable of filtering irrelevant information and maintaining focus on primary tasks. Moisala et al. (2016) also explain that individuals with lower multitasking behavior show better cognitive control and sustained attention. In line with this perspective, Mark (2018) argues that reduced task switching allows individuals to maintain deeper concentration and process information more effectively. These findings suggest that low multitaskers are more capable of focusing on learning tasks with minimal distraction.

The indicators of digital multitasking used in this research are derived from the theoretical characteristics of media multitasking proposed by Ophir et al. (2009), including task switching, divided attention, simultaneous digital activities, and smartphone use during reading activities as a contextual form of

multitasking in learning environments. In high digital multitasking, these indicators are reflected in frequent task switching, intensive engagement in multiple digital activities, difficulty maintaining focus, and higher susceptibility to distraction. Meanwhile, low digital multitasking is reflected in better attentional control, limited engagement in unrelated digital activities, stronger focus during reading activities, and fewer interruptions while completing learning tasks.

Based on the perspective, high digital multitasking refers to students who frequently divide their attention between reading tasks and smartphone related activities, such as checking notifications or opening other applications while reading. Meanwhile, low digital multitasking refers to students who are able to maintain focus on reading activities with fewer interruptions and better control over distractions.

4. Recount Text

a. Definition of Recount Text

Recount text is a type of text that tells about past events or experiences in a sequence of time. This text aims to present what happened in the past in a clear and organized way so that the reader can easily follow the flow of events. In general, recount text focuses on retelling events based on personal experiences or factual occurrences.

According to Anderson (1997), recount text is a text that retells events for the purpose of informing or entertaining. This means that the writer shares past experiences by organizing them chronologically so that the reader can understand the sequence of events clearly. In addition, recount text usually uses past tense because it describes events that have already happened. Based on the explanations above, it can be concluded that recount text is a type of text that presents past events in chronological order with the purpose of informing or entertaining the reader, while also helping the reader understand how the events occurred.

b. Social Function of Recount Text

The social function of recount text is to retell past events or experiences in order to inform or entertain the reader. Through recount text, the writer can share personal experiences, historical events, or factual information that happened in the past. In many cases, recount text is not only used to give information but also to make the reader feel interested in the story. The writer may include interesting or meaningful experiences so that the reader can better understand and even relate to the events described.

In conclusion, the social function of recount text is to provide information and to entertain readers by presenting past events in a clear, meaningful, and sometimes engaging way.

c. Generic Structure of Recount Text

Recount text has a clear and systematic structure that helps organize events in a logical sequence. This structure makes it easier for readers to understand the flow of the story. According to Gerot and Wignell (1994), recount text consists of three main parts.

First, orientation, which introduces the background information of the text. It includes information about who was involved, where the event happened, and when it occurred. This part helps the reader understand the context of the story.

Second, events, which present a series of events in chronological order. This is the main part of the text where the writer explains what happened step by step from the beginning to the end.

Third, re-orientation, which serves as the closing part of the text. It may contain a conclusion, personal comment, or feeling about the events that have been described.

From this explanation, it can be concluded that the structure of recount text plays an important role in helping readers understand the sequence and organization of events in the text.

d. Language Features of Recount Text

Recount text has several language features that help convey events clearly and make the text easier to understand. These

features support the organization and meaning of the text. First, recount text uses past tense because it tells events that happened in the past, such as went, saw, visited. Second, it uses action verbs to describe activities or actions that occurred, such as played, watched, traveled. Third, recount text uses time connectors like first, then, after that, finally to show the sequence of events clearly. In addition, recount text often uses specific participants, such as my family, my teacher, my friends, to refer to particular people involved in the events. It may also include adverbs of time and place, such as yesterday, last week, in the morning, at the beach, to provide more detailed information about when and where the events happened. In summary, these language features help readers understand the sequence, details, and meaning of the events presented in the text more effectively.

The reading material used in this research focuses on recount texts adjusted to the students grade level and based on the indicators of reading comprehension, including identifying main ideas, specific information, references, vocabulary meaning, and making inferences.

B. Relevant Studies

To support this research, several relevant studies related to digital multitasking and reading comprehension have been reviewed. First, a study conducted by Rosen et al. (2013), entitled “The Distracted Student:

Educational Impact of Media Multitasking on Learning", found that students who frequently engage in digital multitasking tend to show lower concentration and reduced academic performance. The study also revealed that students who often switch between tasks require more time to complete their work and have more difficulty maintaining focus. This study is relevant because it shows that multitasking behavior can interfere with students' attention during learning activities.

Second, Shen (2025), in the study "Distractions in Digital Reading: A Meta-Analysis of Attentional Interference Effects", analyzed a number of empirical studies and found that digital distractions negatively affect reading comprehension. The study highlights that divided attention during reading reduces students' ability to understand texts deeply. This finding supports the present research, as digital multitasking can be considered a form of distraction that interferes with reading focus.

Third, a study conducted by de Azevedo et al. (2025), entitled "Working Memory Capacity as a Predictor of Text Idea Recall in Multitasking L2 Digital Reading", examined students' reading performance under multitasking conditions in digital environments. The study used an experimental design in which participants read texts while engaging in additional activities. The findings showed that multitasking conditions can influence students ability to process and recall information from a text. Although the study mentions working memory, the present research focuses more on students multitasking behavior and its relation to reading

comprehension. Therefore, this study is still relevant as it supports the idea that multitasking conditions may affect comprehension performance in second language reading.

Fourth, Tran et al. (2013) conducted a study entitled Effects of Online Multitasking on Reading Comprehension of Expository Text. Using an experimental design involving college students, they examined the effect of online multitasking on reading comprehension. The results showed that multitasking did not significantly reduce students' reading comprehension performance. Under certain learning conditions, multitasking even resulted in slightly better reading outcomes. This study is relevant to the present research because both studies indicate that digital multitasking does not necessarily have a negative effect on reading comprehension and that its impact may depend on the learning context and the way digital technology is used.

Fifth, May and Elder (2018), in their literature review entitled Efficient, Helpful, or Distracting? A Literature Review of Media Multitasking in Relation to Academic Performance, reviewed previous empirical studies on media multitasking and academic performance. They concluded that the relationship between media multitasking and academic performance remains inconsistent across studies. Academic achievement was found to be influenced by multiple cognitive, motivational, and contextual factors rather than by media multitasking alone. This review is

relevant because it supports the possibility that digital multitasking may not produce the same effects across different educational contexts.

Furthermore, Basri et al. (2024) conducted a study entitled Digital Versus Print: An Exploration of Students' Comprehension Based on Reading Type. The study investigated students' reading comprehension based on reading type and reading frequency. The results revealed that students who preferred reading digital materials demonstrated better reading comprehension than those who preferred printed materials. In addition, students with higher reading frequency achieved better reading comprehension performance. This study is relevant because it indicates that digital technology can contribute positively to reading comprehension when it is used appropriately as a learning resource.

Although previous studies have extensively investigated digital multitasking and learning performance, their findings remain inconsistent. Some studies reported that digital multitasking negatively affected students' attention and reading comprehension, whereas others found no significant effect or suggested that the relationship depended on the learning context and the way digital technology was used. Moreover, most previous studies involved university students and focused on general academic performance rather than English reading comprehension at the secondary school level. Therefore, a research gap still exists regarding whether different levels of digital multitasking are associated with English reading comprehension among senior high school students. The present study aims to address this

gap by comparing the English reading comprehension performance of students with high and low levels of digital multitasking at SMA Negeri 5 Sijunjung.

C. Conceptual Framework

The conceptual framework of this research illustrates the relationship between students' digital multitasking behavior and their English reading comprehension. Based on the results of the Digital Multitasking Questionnaire, students were classified into two groups: High Digital Multitasking Students and Low Digital Multitasking Students. Their reading comprehension was then measured through a reading comprehension test covering five indicators: identifying the main idea, identifying specific information, understanding vocabulary in context, making inferences, and identifying the purpose of the text. Finally, the reading comprehension performance of both groups was compared to determine whether there was a difference between students with high and low levels of digital multitasking.

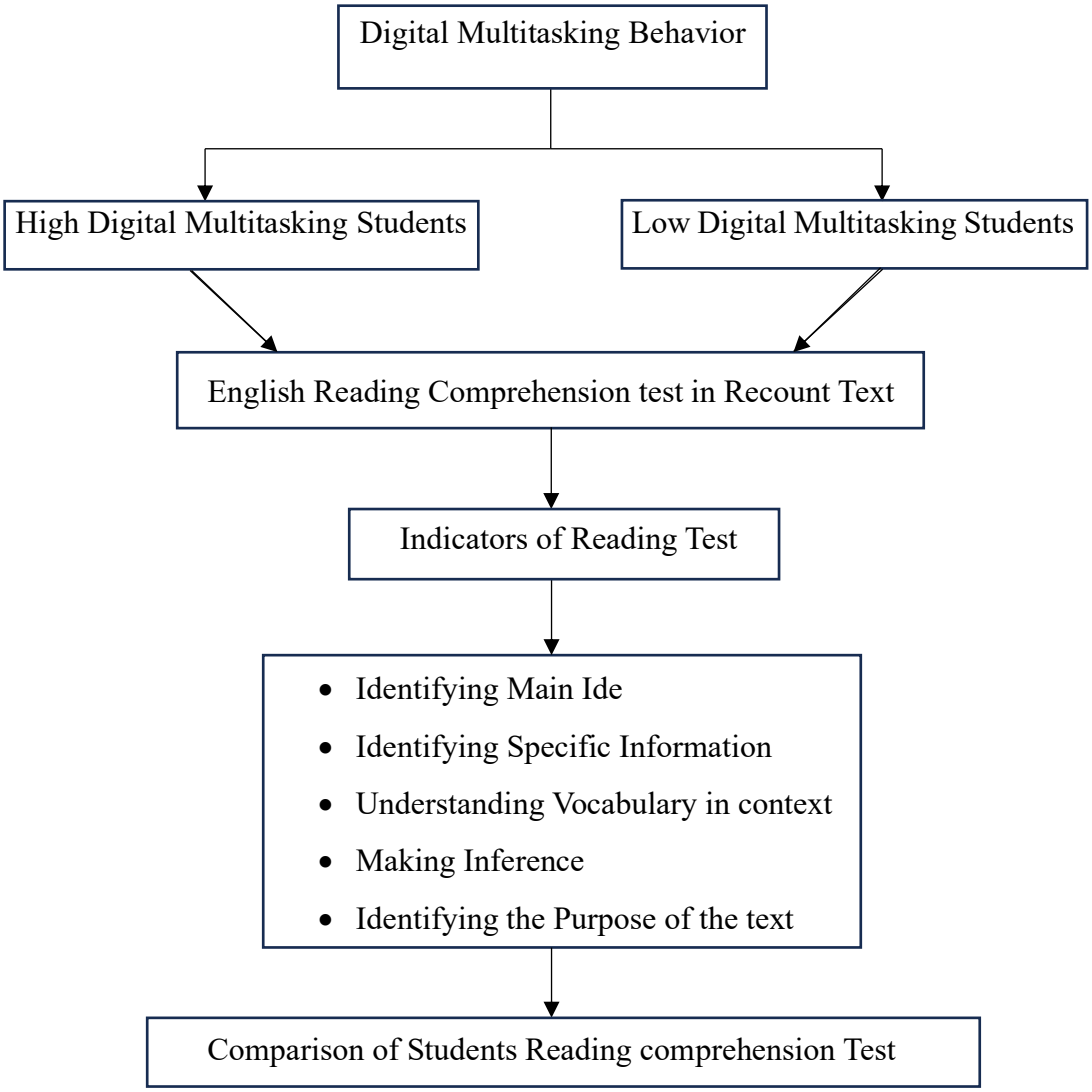


Figure 2.1 Conceptual Framework of the Research

D. Hypotheses

H_0: There is no significant difference in English reading comprehension performance between high and low digital multitasking 10th grade students at SMA Negeri 5 Sijunjung.

Ha: There is a significant difference in English reading comprehension performance between high and low digital multitasking 10th grade students at SMA Negeri 5 Sijunjung.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research used a quantitative research approach. Quantitative research focuses on collecting and analyzing numerical data in order to examine relationships or differences between variables. Creswell (2014) states that quantitative research is a method used to test objective theories by investigating the relationship among variables that can be measured and analyzed using statistical procedures. In addition, Sugiyono (2019) explains that quantitative research is a research method based on the positivist paradigm which is used to examine populations or samples by utilizing research instruments and statistical analysis. According to Soesana et al. (2023), quantitative research relies on numerical data and appropriate statistical analysis to answer research questions objectively. Therefore, quantitative research allows researchers to obtain objective findings because the data are presented in numerical form and analyzed systematically.

In this study, the researcher applied a comparative research design. Comparative research is a type of research that aims to compare two or more groups in order to identify differences or similarities between them. Creswell (2012) states that comparative research is commonly used in educational research to determine whether significant differences exist between groups based on certain variables. In the context of this research,

the comparison focused on the English reading comprehension ability of students who have different levels of digital multitasking behavior.

In relation to the present study, the researcher compared two groups of students, namely students with high digital multitasking behavior and students with low digital multitasking behavior. These groups were identified based on students multitasking habits during learning activities. After the grouping process, students English reading comprehension ability was measured using a reading comprehension test. The results from both groups were then analyzed statistically to determine whether there was a significant difference in reading comprehension performance between students who frequently engage in digital multitasking and those who do not. Therefore, a quantitative comparative research design was considered the most appropriate approach for this study.

In addition, to determine the level of students digital multitasking behavior, the researcher used a questionnaire as a supporting research instrument. The questionnaire was designed to identify how often students engaged in multiple digital activities, such as checking notifications, replying to messages, or using other applications while studying or reading. Through this instrument, students responses were collected and scored to classify them into high and low digital multitasking categories. The use of a questionnaire is important in this research because it provides measurable and objective data regarding students multitasking behavior. Therefore, the combination of a reading comprehension test and a questionnaire enabled

the researcher to obtain more accurate data for comparing students reading comprehension based on their level of digital multitasking.

B. Setting of Research

This research was conducted at SMA Negeri 5 Sijunjung during the 2025/2026 academic year. The school was located at Jalan Ambacang Tinggi Indah No. 90, Nagari Sumpur Kudus, Sumpur Kudus District, Sijunjung Regency, West Sumatra Province. Geographically, the school was situated in a mountainous and highland area surrounded by agricultural land, particularly rice fields. In addition, Sumpur Kudus District was known for one of its local natural tourism attractions, namely Lubuak Pandakian, which reflected the natural environment of the area. The subjects of this research were tenth grade students at SMA Negeri 5 Sijunjung. At Phase E, there were three classes namely of XE1, XE2, XE3. To collect the data, the researcher administered a reading comprehension test to measure students' reading comprehension ability. In addition, a digital multitasking questionnaire was distributed to identify the students' level of digital multitasking. The data obtained from these two instruments were then analyzed to compare the English reading comprehension of students with high levels of digital multitasking and those with low levels of digital multitasking.

C. Population and Sample

When conducting the research, the population was an important element in a research study because it represented the entire group that

becomes the focus of the research. According to Sugiyono (2013), population refers to a generalization area consisting of objects or subjects that possess particular characteristics determined by the researcher to be studied and from which conclusions are drawn. This means that population does not only refer to people, but it can also include objects or other elements that have certain characteristics related to the research. Furthermore, Arikunto (2010) states that population is the whole group of subjects involved in a research study. In other words, population includes all individuals who share certain characteristics related to the objectives of the research.

In this research, the population consisted of tenth grade students at SMA Negeri 5 Sijunjung. The population was divided into three classes, namely XE1, XE2, XE3. However, the number of students in each class was not equal. Class XE1 (30 students), XE2 (30 students), XE3 (31 students). Therefore, the total number of students in the population was 91. The distribution of the population can be seen in the table below.

Table 3.1. Table of Population

NO	Class	Total Number of Students
1	XE1	30
2	XE2	30
3	XE3	31
Total		91

Based on the population described above, the researcher determined the sample of the research. A sample is a part of the population that represents the characteristics of the whole population. According to Sugiyono (2013), a sample is a portion of the total number and characteristics possessed by the population. Similarly, Arikunto (2010) stated that a sample should represent the population so that the conclusions can be generalized.

In this research, the researcher used a total sampling technique, meaning that all members of the population were involved as the sample of the research. This technique was chosen because the total number of students is relatively small and still manageable for data collection. Therefore, all 91 students of the tenth grade were included as the research sample.

Furthermore, the classification of students into high and low digital multitasking groups was not determined based on classroom grouping, but based on the results of a digital multitasking questionnaire. The questionnaire was distributed to all students to identify how often they engaged in multitasking activities, such as checking notifications, replying to messages, or using other applications while reading English texts.

Based on the questionnaire results, students are categorized into two groups: high and low digital multitasking. The classification is determined based on the mean score, which is commonly used in quantitative research. Students who score above the mean are classified as high digital

multitaskers, while those who score below the mean are classified as low digital multitaskers. This classification ensures that the grouping is based on measurable data and serves as the basis for comparing students reading comprehension ability.

D. Variables of Research

In this research, two variables were involved, namely the independent variable and the dependent variable. The independent variable was digital multitasking, which refers to students' habit of engaging in multiple digital activities simultaneously during learning. The dependent variable was students' reading comprehension, which referred to students' ability to understand and interpret written texts.

E. Instrument and Technique of Data Collection

An instrument is a tool used by the researcher to collect data in a study. According to Sugiyono (2019), it is used to measure social phenomena, while Arikunto (2010) states that it supports systematic and accurate data collection. This research employed two instruments: a digital multitasking questionnaire and a reading comprehension test.

The digital multitasking questionnaire measured students multitasking behavior during learning activities. It was adapted from the concept of the Media Multitasking Index (MMI) proposed by Ophir et al. (2009), which examines how frequently individuals engage in multiple digital activities simultaneously. Responses were recorded using a Likert scale ranging from Never (1) to Always (5).

The indicators were derived from the theoretical characteristics of media multitasking, including frequent task-switching, divided attention, and engagement in multiple activities (Ophir et al., 2009). This perspective is supported by Moisala et al. (2016), who found that higher multitasking levels were associated with weaker attentional control. Based on these concepts, four indicators were used: task switching, divided attention, simultaneous digital activities, and smartphone use during reading as a contextual form of multitasking in learning environments.

Table 3.2. Indicators of Digital Multitasking Questionaire

No	Indicators	Description	Item of numbers	Total
1	Task switching	Frequency switching between tasks	1, 2, 3, 4, 5	5
2	Divided attention	Attention divided during learning	6, 7, 8, 9, 10	5
3	Simultaneous digital activities	Engaging in multiple activities at the same time	11, 12, 13, 14, 15	5
4	Smartphone use during reading	Using smartphone while reading	16, 17, 18, 19 20	5
	Total			20

Digital multitasking was classified into high and low levels, adapted from the concept of heavy and light media multitaskers proposed by Ophir et al. (2009). Individuals who frequently switch tasks, check notifications, and divide their attention were categorized as high multitaskers, whereas those who maintain focus and engage in fewer simultaneous activities were

categorized as low multitaskers. The classification was determined using the total questionnaire score. Each response was assigned a value based on the Likert scale. Scores above the mean indicated high multitasking, while those below the mean indicated low multitasking.

The reading comprehension test assessed students ability to understand English texts. It covered five indicators: identifying the main idea, finding specific information, understanding vocabulary in context, making inferences, and identifying the purpose of the text. The test consisted of 20 multiple-choice questions with four answer options and is completed within 45 minutes. The test items can be seen in **Appendix 7 page 91.** To ensure that the reading comprehension test represents the indicators being measured, the researcher developed a table of specification for the test items. For the indicators rubric scoring can be seen in **Appendix 9 page 95.**

Table 3.3. Indicators of Reading Comprehension

No	Indicators	Item of Numbers	Total
1	Main ideas	1, 6, 11, 16	4
2	Specific information	2, 7, 12, 17	4
3	Vocabulary in context	3, 8, 13, 18	4
4	Inference	4, 9, 14, 19	4
5	Purpose of the text	5, 10, 15, 20	4
Total			20

The data collection process was conducted in several steps. First, the researcher prepared all research instruments, including the questionnaire, reading comprehension test, answer sheets, and instructions. Next, the digital multitasking questionnaire was administered to all students to identify their level of multitasking behavior. The responses were collected and analyzed to classify students into high and low digital multitasking groups based on the mean score. After the classification, the reading comprehension test was administered during the classroom session. Students were given 45 minutes to complete the test under supervision. After the students had completed the test, the answer sheets were collected and scored, with one point assigned for each correct answer and zero points for each incorrect answer. Finally, the obtained scores were analyzed statistically to compare the reading comprehension ability between students with high and low levels of digital multitasking.

F. Validity and Reliability of Instruments

1) Validity

Validity was an essential aspect of a research instrument because it indicated whether the instrument measured what it was intended to measure. According to Brown (2004), validity is the most important principle in language assessment, while Bachman and Palmer (2010) define validity as the extent to which the interpretation of test scores is supported by evidence and theory. Therefore, the results were expected to reflect students' actual ability.

In this research, both instruments, namely the Digital Multitasking Questionnaire and the Reading Comprehension Test, were validated using content validity. The instruments were developed based on the theoretical framework and research indicators and were reviewed through expert judgment involving three lecturers from the English Department to evaluate the clarity, relevance, and appropriateness of each item before they were administered to the respondents. The detailed results of the expert judgment are provided in **Appendix 10 page 96.**

After the content validity had been confirmed through expert judgment, the validity of each instrument was further analyzed using the Pearson Product-Moment Correlation with the assistance of IBM SPSS Statistics. The Pearson correlation coefficient (r) was used to determine the relationship between each item score and the total score of the instrument. An item was considered valid if the r-count was greater than the r-table value (0.361) at the significance level of 0.05 (2-tailed). The interpretation of the correlation coefficient followed the criteria proposed by Arikunto (2010), as presented in below.

Table 3.4. Validity Interpretation

$r_{xy}\ score$	Criteria
0.00–0.20	very low
0.21–0.40	low
0.41–0.60	moderate
0.61–0.80	high
0.81–1.00	very high

The Digital Multitasking Questionnaire was initially developed with 20 items measured using a five-point Likert scale based on the concept of media multitasking proposed by Ophir et al. (2009) and supported by Moisala et al. (2016). Based on the item validity analysis, 17 items were found to be valid, while 3 items were excluded because they did not meet the validity criteria. Items 2, 7 dan 10 were excluded from the final instrument because they were found to be invalid based on the item validity analysis. Therefore, only the 17 valid items were used in the subsequent data analysis. The detailed results of the questionnaire validity are provided in **Appendix 11 page 131.**

The Reading Comprehension Test consisted of 20 multiple-choice items designed to measure five reading comprehension indicators: identifying the main idea, identifying specific information, understanding vocabulary in context, making inferences, and identifying the purpose of the text. A table of specification was also prepared to ensure that all indicators were proportionally represented. Based on the validity analysis, all 20 test items were found to be valid, with validity interpretations ranging from low, moderate, to high. Therefore, all test items were considered appropriate for measuring students' reading comprehension ability and could be used as a valid research instrument. The detailed results of the test validity are provided in **Appendix 13 page 135.**

2) Reliability

Besides validity, reliability was also an important requirement of a good research instrument. Reliability refered to the consistency of a test in measuring students ability. A reliable instrument was expected to produce similar results when administered under similar conditions. According to Brown (2004), reliability refers to the consistency and stability of test scores. Similarly, Arikunto (2010) states that reliability indicates the degree of consistency of an instrument in measuring a particular variable.

In this research, the reliability of both the reading comprehension test and the digital multitasking questionnaire was analyzed using Cronbach's Alpha with the help of SPSS software. Cronbach's Alpha was commonly used to measure the internal consistency of items, indicating how well the items measure the same construct.

The formula used to calculate reliability was as follows:

$$\mathbf{r}_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma\sigma_b^2}{\sigma_t^2}\right]$$

Where:

r_{11} = reliability coefficient

k = number of items

$\Sigma\sigma^2 b$ = total variance of each item

$\sigma^2 t$ = total variance of the total test score

To interpret the reliability coefficient, the criteria proposed by Sugiyono (2019) were used, as presented in the following table.

Table 3.6. Reliability Interpretation

r_{11}	Interpretation
$0.80 \leq r_{11} < 1.00$	Very High Reliability
$0.60 \leq r_{11} < 0.79$	High Reliability
$0.40 \leq r_{11} < 0.59$	Moderate Reliability
$0.20 \leq r_{11} < 0.39$	Low Reliability
$0.00 \leq r_{11} < 0.19$	Very Low Reliability

An instrument was considered reliable if the reliability coefficient was 0.60 or higher. This indicateed that the instrument has good internal consistency and produces stable results. Therefore, both the reading comprehension test and the digital multitasking questionnaire were considered reliable if they meet this criterion.

The results of the reliability analysis showed that the Digital Multitasking Questionnaire had a Cronbach's Alpha value of 0.773 based on the responses of 30 students with 17 items. According to Sugiyono (2019), this value was classified as High Reliability because it fell within the range of 0.60–0.79. Since the obtained value exceeded the minimum reliability coefficient of 0.60, the questionnaire was considered reliable and suitable for measuring students' digital multitasking behavior. The detailed results are provided in **Appendix 12 page 134.**

The results of the reliability analysis showed that the Reading Comprehension Test had a Cronbach's Alpha value of 0.897 based on

the responses of 30 students with 20 items. According to Sugiyono (2019), this value was classified as Very High Reliability because it fell within the range of 0.80–1.00. Since the obtained value exceeded the minimum reliability coefficient of 0.60, the test was considered reliable and suitable for measuring students' reading comprehension ability. The detailed results are provided in **Appendix 14 page 138.**

G. Technique of Data Analysis

After the data were collected from the questionnaire and the reading comprehension test, the researcher analyzed the data to determine whether there was a difference in reading comprehension ability between students who had high digital multitasking and those who had low digital multitasking. According to Sugiyono (2019), data analysis is the process of organizing, processing, and interpreting the data obtained from research so that the data can be used to answer the research questions and test the research hypotheses.

In this study, the data were analyzed using several statistical techniques, including determining the classification of digital multitasking (high and low), calculating students reading comprehension scores, standard deviation, testing the statistical assumptions, and testing the hypothesis using the Independent Samples T-test.

1. Determining the classification of digital multitasking (high and low)

   The first step in data analysis was classifying students into high digital multitasking and low digital multitasking groups based on the

questionnaire scores. The mean score was calculated using the following formula:

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

Where:

M = mean score

ΣX = total score of all respondents

N = number of respondents

The use of the mean score as a cut off point is commonly appliead in quantitative research to classify data based on empirical distribution (Sugiyono, 2019).

After the mean score had been obtained, the classification was determined as follows:

a. High Digital Multitasking: students whose scores were greater than or equal to the mean ($X \geq M$)
b. Low Digital Multitasking: students whose scores were lower than the mean ($X < M$)

Where:

X = individual student score

M = mean score

The classification of high and low digital multitasking was based on the mean score (mean split technique). According to Sugiyono (2019), the mean can be used as a reference point to classify data into groups based on empirical distribution. Students whose scores were equal to or higher than the mean were categorized as high digital

multitasking, while students whose scores were below than the mean were categorized as low digital multitasking.

2. Calculating Students Test Scores

The next step was calculating the scores obtained by each student from the reading comprehension test. The test consists of 20 multiple choice questions. Each correct answer was given a score of 1, while each incorrect answer was given a score of 0. To obtain the students final scores, the number of correct answers was converted into a score using the following formula:

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

Where:

Score = the final score obtained by the student

R = the number of correct answers

N = the total number of test items

By using this formula, the researcher can determined the reading comprehension score of each student in a standardized form.

3. Calculating Standard Deviation

After the mean had been calculated, the next step was calculating the standard deviation. Standard deviation is used to determine how far the data are spread from the mean. According to Sugiyono (2019), standard deviation is a statistical measurement used to determine the

variation or distribution of data within a group. The formula for standard deviation is as follows:

$$SD = \sqrt{\frac{\sum(X-M)^2}{N}}$$

Where:

SD = Standard deviation

X = individual student score

M = Mean (average score)

N = number of students

By calculating the standard deviation, the researcher can determined whether the students scores were closely distributed around the mean or spread widely within the group.

4. Testing Statistical Assumptions

Before analyzing the data using the Independent Sample T-test, the researcher will tested the normality and homogeneity of the data distribution using the preliminary reading scores of tenth-grade students in classes XE.1, XE.2, and XE.3 obtained from the English teacher at SMA Negeri 5 Sijunjung. The preliminary reading scores are attached in **Appendix 3 page 82**. The normality test was conducted using the Kolmogrov-Smirnov test because the number of students in each class was fewer than 50, making the test appropriate for small to moderate sample sizes. If the significance value (p-value) was greater than 0.05, the data were considered normally distributed. However, if the

significance value was lower than 0.05, the data were considered not normally distributed.

To test the homogeneity of variance among the groups, the researcher will use Levene's Test. If the significance value was greater than 0.05, the data were considered homogeneous, while a significance value less than or equal to 0.05 will indicate that the data were not homogeneous. If the data met the assumptions of normality and homogeneity, parametric analysis using the Independent Samples T-test was applied. Otherwise, non-parametric statistical procedures were considered. These tests were conducted to ensure that the statistical procedures used in this research were appropriate before proceeding to hypothesis testing.

5. Testing the Hypothesis Using Independent Sample T-Test

After the data had fulfilled the assumptions of normality and homogeneity, the next step was testing the research hypothesis. This test aimed to determine whether there was a significant difference in reading comprehension ability between students with high digital multitasking and those with low digital multitasking.

In this research, the Independent Sample T-test was used because the study compares two independent groups. According to Creswell (2014), this test is used to compare the means of two groups to determine whether the difference is statistically significant. The formula for the t-test is as follows:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where:

t = the value of t-test

M_1 = the mean score of the first group

M_2 = the mean score of the second group

SD_1 = the standard deviation of the first group

SD_2 = the standard deviation of the second group

N_1 = the number of students in the first group

N_2 = the number of students in the second group

The calculated t-value (t-count) was compared with the t-table value at the significance level of 0.05 with the degree of freedom calculated as:

$$df = N - 2$$

The t-test result was then compared with the t-table value at the 0.05 significance level. The complete t-distribution table is presented in **Appendix 24 page 168.** The decision criteria were interpreted as follows:

If the calculated t-value (t-count) was greater than the t-table value, the alternative hypothesis (H_a) was accepted. This indicated that there was a significant difference in reading comprehension ability between students with high and low digital multitasking.

If the calculated t-value (t-count) was lower than the t-table value, the null hypothesis (H_0) was accepted. This indicated that there was no significant difference in reading comprehension ability between the two groups.

In addition, the results were interpreted using the significance value (p-value):

If $p < 0.05$, the difference was considered statistically significant.

If $p > 0.05$, the difference was considered not statistically significant.

This test helped the researcher determine whether digital multitasking had a significant relationship with students reading comprehension ability.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discusses them in relation to the research questions and relevant theories. It aims to describe the research findings, present the results of the assumption tests, report the results of the hypothesis testing, and discuss the findings. Therefore, this chapter is organized into four sections: Data Description, Assumption Testing, Hypothesis Testing, and Discussion.

A. Data Description

The purpose of this research was to compare the English reading comprehension performance of students with high and low levels of digital multitasking. This research was conducted at SMA Negeri 5 Sijunjung and involved tenth-grade students as the research participants. The total population consisted of 91 students from three classes, namely XE.1, XE.2, and XE.3. Since the population was relatively small and accessible, this research employed the total sampling technique, meaning that all members of the population were selected as the research sample.

To determine the students' level of digital multitasking, the researcher administered a Digital Multitasking Questionnaire consisting of 17 valid items developed based on the concept of media multitasking proposed by Ophir et al. (2009). After all questionnaire scores had been collected, the researcher calculated the total score obtained from all respondents. The total score of the

questionnaire was 4.141, which was then divided by the total number of respondents (91 students), resulting in a mean score of 45.50.

After the students had been classified, their English reading comprehension scores were analyzed using IBM SPSS Statistics Version 26. The analysis began with descriptive statistics to provide an overview of the students' reading comprehension performance before proceeding to the assumption tests and hypothesis testing. The complete tabulation of the questionnaire data was presented in **Appendix 15 page 139**. And the complete tabulation of the reading comprehension test data was presented in **Appendix 16 page 141**. The results of the descriptive statistics were presented in the table below.

Table 4. 1. Descriptive statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
High Digital Multitasking	46	10	80	47,28	18,003
Low Digital Multitasking	45	10	95	52,78	20,658
Valid N (listwise)	45				

Based on the table above, the High Digital Multitasking Group consisted of 46 students, whereas the Low Digital Multitasking Group consisted of 45 students, indicating that all participants were included in the analysis.

The descriptive statistics showed that the High Digital Multitasking Group obtained a mean reading comprehension score of 47.28, while the Low Digital Multitasking Group obtained a higher mean score of 52.78. This finding indicated that, descriptively, students with lower levels of digital multitasking

tended to achieve better reading comprehension scores than those with higher levels of digital multitasking.

Regarding the variability of the scores, the High Digital Multitasking Group had a standard deviation of 18.003, whereas the Low Digital Multitasking Group had a standard deviation of 20.658. The slightly higher standard deviation of the Low Digital Multitasking Group indicated that the reading comprehension scores in this group were more varied than those of the High Digital Multitasking Group.

Furthermore, both groups obtained the same minimum score of 10. However, the maximum score achieved by the High Digital Multitasking Group was 80, whereas the Low Digital Multitasking Group obtained a higher maximum score of 95. Overall, these descriptive statistics provided an initial overview of the students' reading comprehension performance before further statistical analyses were conducted. The results of the assumption tests are presented in the following section.

B. Assumption Testing/ Test of Analysis Requirements

Before conducting the hypothesis testing, it was necessary to ensure that the data met the statistical assumptions required for parametric analysis. This procedure was carried out to determine whether the selected statistical test was appropriate and to ensure that the results obtained were valid and reliable. In this research, the assumption testing consisted of two stages: the normality test and the homogeneity of variance test.

1) Normality Test

The normality test was conducted to determine whether the reading comprehension scores of the High Digital Multitasking Group and the Low Digital Multitasking Group were normally distributed. Since each group consisted of fewer than 50 participants, the Shapiro-Wilk test was employed. The level of significance (α) was set at 0.05. If the significance value (Sig.) was greater than 0.05, the data were considered to be normally distributed. The complete output of the normality test is presented in **Appendix 21 page 165.** The results was showed in the table below.

Table 4. 2. Normality Test of Reading Test Score

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group Digital Multitasking	Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension Test	High	,108	46	,200*	,973	46	,352
	Low	,110	45	,200*	,971	45	,313

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4.2, the Shapiro-Wilk significance value of the High Digital Multitasking Group was 0.352, whereas the significance value of the Low Digital Multitasking Group was 0.313. Since both significance values were higher than 0.05, it can be concluded that the reading comprehension scores of both groups were normally distributed. Therefore, the assumption of normality was fulfilled, and the data were appropriate for further analysis using a parametric statistical test.

2) Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the reading comprehension scores in the High Digital Multitasking Group and the Low Digital Multitasking Group were equal. In this research, Levene's Test for Equality of Variances was used to examine the homogeneity of the data. A significance value greater than 0.05 indicates that the variances of the two groups are homogeneous. The complete output of the homogeneity test is presented in **Appendix 22 page 166.** The results was showed in the table below.

Table 4. 3.

Homogeneity Test of Reading Test Score of Both Group

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Reading Comprehension Test	Based on Mean	1,017	1	89	,316

In the table above, the significance value obtained from Levene's Test was 0.316, which was greater than the significance level of 0.05. Therefore, it can be concluded that the variances of the reading comprehension scores in the High Digital Multitasking Group and the Low Digital Multitasking Group were homogeneous. Thus, the assumption of homogeneity was fulfilled.

Based on the results of the normality and homogeneity tests, it can be concluded that all assumptions required for parametric statistical analysis were satisfied. Since the data were normally distributed and the variances of the two groups were homogeneous, the Independent Samples t-test could be employed to examine whether there was a significant difference in English reading

comprehension between students with high and low levels of digital multitasking.

C. Result of Hypotheses Testing

This section presents the results of the hypothesis testing conducted to determine whether there was a significant difference in English reading comprehension performance between students with high digital multitasking and those with low digital multitasking. As the data in this research fulfilled the assumptions of normality and homogeneity, the Independent Samples t-test was employed to examine the difference between the two groups. The hypotheses of this research were formulated as follows:

H_0: There is no significant difference in English reading comprehension performance between high and low digital multitasking tenth-grade students at SMA Negeri 5 Sijunjung.

H_a: There is a significant difference in English reading comprehension performance between high and low digital multitasking tenth-grade students at SMA Negeri 5 Sijunjung.

The results of the Independent Samples t-test in this research are summarized in the following table:

Table 4.4. The results of the Independent Samples t-test

Group Statistics

	Group Digital Multitasking	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension Test	High	46	47,28	18,003	2,654
	Low	45	52,78	20,658	3,080

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Comprehension Test	Equal variances assumed	1,017	,316	-1,354	89	,179	-5,495	4,060	-13,561	2,571
	Equal variances not assumed			-1,352	86,813	,180	-5,495	4,066	-13,576	2,586

Based on Table 4.4, the significance value of Levene's Test for Equality of Variances was 0.316, which was greater than the significance level of 0.05. Therefore, the interpretation of the Independent Samples t-test was based on the Equal Variances Assumed row.

The results of the Independent Samples t-test showed that the calculated t-value (t-count) was −1.354 with 89 degrees of freedom (df). Based on the t-distribution table at the 0.05 significance level with 89 degrees of freedom, the critical t-value (t-table) was approximately ±1.987. Since the absolute value of the calculated t (1.354) was lower than the critical t-value (1.987), the null hypothesis (H_0) was accepted, whereas the alternative hypothesis (H_a) was rejected. This result was further supported by the significance value (Sig. (2-tailed) = 0.179), which was higher than the significance level of 0.05. Therefore, there was no statistically significant difference in English reading comprehension performance between students with high and low levels of digital multitasking.

Furthermore, the High Digital Multitasking Group obtained a mean reading comprehension score of 47.28, whereas the Low Digital Multitasking Group obtained a mean score of 52.78. Although the Low Digital Multitasking

Group achieved a slightly higher mean score, the difference between the two groups was not statistically significant.

In conclusion, the findings of this research indicated that the level of digital multitasking did not significantly influence the English reading comprehension performance of the tenth-grade students at SMA Negeri 5 Sijunjung. Although students in the Low Digital Multitasking Group obtained a slightly higher mean score than those in the High Digital Multitasking Group, the difference was not statistically significant. A further interpretation and discussion of these findings were presented in the following section.

D. Discussion

The purpose of this research was to investigated whether there was a significant difference in English reading comprehension between students with high and low levels of digital multitasking at SMA Negeri 5 Sijunjung. The Independent Samples t-test showed that the calculated t-value (−1.354) was lower than the critical t-table value (±1.987), and the significance value (Sig. 2-tailed = 0.179) was higher than 0.05. Therefore, the null hypothesis (H_0) was accepted, whereas the alternative hypothesis (H_a) was rejected. The statistical analysis indicated that no significant difference existed in English reading comprehension between the two groups.

One possible explanataion for this result is that students' English reading comprehension may not have been influenced solely by their level of digital multitasking but also by other factors that were not examined in this research. Brown (2004) explains that reading comprehension is influenced by several

factors, including vocabulary knowledge, background knowledge, language proficiency, reading strategies, and the ability to construct meaning from written texts. Similarly, Hervina et al. (2022) emphasized that effective metacognitive reading strategies play an important role in helping students understand English texts. This explanation is reflected in the findings of the present research. Although the students were classified into High and Low Digital Multitasking Groups, not all students with high levels of digital multitasking obtained low reading comprehension scores, and not all students with low levels of digital multitasking achieved high scores. Some students in the High Digital Multitasking Group demonstrated good reading comprehension performance, whereas some students in the Low Digital Multitasking Group obtained relatively low scores. These individual variations indicate that digital multitasking alone could not consistently explain students' reading comprehension performance.

This result is consistent with the findings of May and Elder (2018), who argued that the relationship between media multitasking and academic performance remains inconsistent across different studies. They concluded that academic achievement is influenced by various cognitive, motivational, individual, and contextual factors rather than by media multitasking alone. The present research reached a similar conclusion because digital multitasking did not significantly affect students' English reading comprehension. These similarities indicate that students' academic performance should not be

interpreted based only on the level of digital multitasking, since other cognitive and learning-related factors may contribute to reading comprehension.

Similarly, Tran et al. (2013), who found that online multitasking did not significantly reduce students' reading comprehension performance. Their findings suggest that multitasking does not always interfere with students' understanding of written texts. This result supports the present research because both studies demonstrate that digital multitasking was not associated with a significant difference in reading comprehension performance. Therefore, the findings imply that digital multitasking does not necessarily hinder students' reading comprehension, particularly when students are able to manage their learning activities effectively.

Another study that supports the present research was conducted by Basri et al. (2024), who found that students who preferred reading digital materials achieved better reading comprehension than those who preferred printed materials. Although Basri et al. investigated digital reading media rather than digital multitasking, their findings remain relevant because both studies indicate that digital technology itself does not necessarily reduce students' reading performance. Instead, the effectiveness of digital technology depends largely on how students utilize it during the learning process. This suggests that digital technology should not always be viewed as a distraction but may also function as a learning resource when it is used appropriately.

However, the findings of the present research differ from those reported by Shen (2025), who concluded that digital distractions negatively affected

students' reading comprehension because they interrupted sustained attention during reading activities. Likewise, Ophir et al. (2009) suggested that individuals with high levels of media multitasking generally experience poorer attentional control and greater difficulty filtering irrelevant information. These findings imply that digital multitasking should reduce reading comprehension performance. In contrast, the present research did not find a statistically significant difference between students with high and low levels of digital multitasking. One possible explanation is that the students in this research may have differed in their learning habits, language proficiency, reading strategies, or patterns of digital technology use. Consequently, the influence of digital multitasking appears to vary across educational contexts and cannot be generalized to all groups of learners.

Overall, the findings of this research indicate that digital multitasking was not associated with a statistically significant difference in English reading comprehension among the tenth-grade students at SMA Negeri 5 Sijunjung. The results suggest that students' reading comprehension was influenced by multiple cognitive, linguistic, and contextual factors rather than by digital multitasking alone. Therefore, future researchers are encouraged to investigate other factors that may influence English reading comprehension, such as vocabulary knowledge, language proficiency, reading strategies, learning motivation, and metacognitive skills, in order to obtain a more comprehensive understanding of students' reading comprehension performance.

E. Limitation of Research

The Limitation of the research was not able to directly observe students' digital multitasking behaviors during their daily learning activities. Therefore, the measurement of digital multitasking was based solely on the students' responses to the questionnaire rather than on direct behavioral observation. As a result, the findings should be interpreted within the context of the data collected in this research.

CHAPTER V

CONLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was conducted to investigate whether there was a significant difference in English reading comprehension between students with high and low levels of digital multitasking at SMA Negeri 5 Sijunjung. Based on the findings of this research, it can be concluded that there was no statistically significant difference in English reading comprehension between the two groups. Although the Low Digital Multitasking Group obtained a slightly higher mean score (52.78) than the High Digital Multitasking Group (47.28), the difference was not statistically significant. This conclusion was supported by the results of the Independent Samples t-test, which showed that the calculated t-value was −1.354, while the critical t-table value at the 0.05 significance level with 89 degrees of freedom was ±1.987. Since the absolute value of the calculated t-value (1.354) was lower than the critical t-table value (1.987), and the significance value (Sig. 2-tailed = 0.179) was higher than 0.05, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Therefore, students' level of digital multitasking did not significantly determine their English reading comprehension performance. These findings suggest that English reading comprehension may be influenced by various cognitive, linguistic, and contextual factors rather than by digital multitasking alone.

B. Implications

The findings of this research imply that digital multitasking alone cannot be considered a determining factor in students' English reading comprehension performance. English teachers are encouraged to pay greater attention to other factors that may contribute to students' reading comprehension, such as vocabulary knowledge, reading strategies, language proficiency, learning motivation, and reading habits. Digital technology should be viewed as a learning tool whose effectiveness depends on students' purposeful and appropriate use rather than on the level of digital multitasking itself.

C. Suggestions

Based on the findings and limitations of this research, the following suggestions are proposed:

1. For English Teachers

   Teachers are encouraged to continue developing students' English reading comprehension by emphasizing vocabulary development, reading strategies, and critical reading skills. Since this research found no significant difference between students with high and low digital multitasking, teachers should not assume that students' digital multitasking levels alone determine their reading performance. Instead, teachers should guide students to use digital technology responsibly and purposefully as a learning resource while creating

meaningful reading activities that encourage active engagement with English texts.

2. For Students

Students are encouraged to develop positive reading habits and make effective use of digital technology to support their English learning. Rather than allowing digital devices to become sources of distraction, students should use them to access educational materials, expand their vocabulary, and improve their reading comprehension through regular reading practice. Developing self-discipline in managing digital activities may also help students maintain better concentration during reading tasks.

3. For Future Researchers

Future researchers are recomended to investigate other factors that may influence English reading comprehension, such as vocabulary knowledge, reading strategies, language proficiency, learning motivation, and metacognitive skills. They are also encouraged to involve participants from different educational levels or schools and to use various research approaches to obtain a deeper understanding of the relationship between digital multitasking and English reading comprehension.

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APPENDIX 1

Preliminary Research Interview Teacher Transcript

Teachers Interview

Researcher	Apakah penggunaan smartphone diperbolehkan selama kegiatan pembelajaran berlangsung?
Teacher	Ya, penggunaan smartphone memang diperbolehkan untuk mendukung pembelajaran, seperti mencari arti kosa kata, informasi tambahan, dan kegiatan membaca.
Researcher	Bagaimana perilaku siswa selama kegiatan membaca teks bahasa Inggris di kelas?
Teacher	Perilaku siswa cukup bervariasi. Ada siswa yang mampu tetap fokus selama membaca, tetapi ada juga yang sering mengalihkan perhatian mereka ke smartphone.
Researcher	Kapan biasanya siswa mulai kehilangan fokus saat membaca?
Teacher	Biasanya ketika teks yang diberikan cukup panjang atau sulit dipahami, siswa mulai merasa lelah dan lebih mudah terdistraksi oleh smartphone.
Researcher	Apakah siswa sering berpindah perhatian antara membaca dan penggunaan smartphone?
Teacher	Ya, cukup sering. Beberapa siswa terlihat membaca, lalu berhenti untuk mengecek smartphone sebelum kembali membaca.
Researcher	Menurut Bapak, apakah perilaku tersebut mempengaruhi konsentrasi siswa?
Teacher	Ya, sangat mempengaruhi. Siswa yang sering berpindah perhatian biasanya tidak dapat mempertahankan konsentrasi secara optimal.
Researcher	Apakah perilaku tersebut berpengaruh terhadap pemahaman membaca siswa?
Teacher	Menurut saya, ada pengaruh yang cukup signifikan. Siswa yang fokus lebih cepat memahami isi teks dan dapat menjawab pertanyaan dengan tepat, sedangkan siswa yang sering multitasking membutuhkan waktu lebih lama dan kadang harus membaca ulang.
Researcher	Bagaimana perbedaan hasil belajar antara siswa yang fokus dan yang sering multitasking?

Teacher	Perbedaannya cukup jelas. Siswa yang fokus biasanya mendapatkan hasil yang lebih baik, terutama pada soal inferensi dan analisis. Sementara itu, siswa yang sering multitasking cenderung mengalami kesulitan.
Researcher	Menurut Bapak, apakah fenomena ini perlu diteliti lebih lanjut secara sistematis?
Teacher	Ya, perlu. Karena fenomena ini sering terjadi dan penting untuk mengetahui apakah benar-benar berpengaruh terhadap kemampuan membaca siswa secara signifikan.

Student's Interview

Researcher	Bagaimana pengalaman kamu saat membaca teks bahasa Inggris, terutama dalam memahami isi teks?
Student (A)	Sulit Miss, apalagi kalau banyak kata yang tidak saya mengerti.
Student (B)	Gak tau Miss, susah Bahasa inggris itu Miss.
Student (C)	Kalau saya, sebenarnya bisa dipahami Miss, tapi harus fokus. Kalau konsentrasi, lebih mudah mengerti isi teks dan menjawab pertanyaan.
Student (D)	Cepat bosan kalau teksnya Panjang Miss, jadi tidak terlalu fokus saat membaca.
Researcher	Bagian apa yang paling sulit bagi kamu saat membaca teks bahasa Inggris?
Student (E)	Biasanya kosakata yang sulit Miss.
Student (F)	Kadang di bagian ide utama dan maksud teks itu Miss, tapi kalau fokus biasanya bisa dipahami.
Student (G)	Kalau kalimat nya panjang Miss, jadi susah memahami isi teks secara keseluruhan.
Researcher	Seberapa sering kamu menggunakan Hp/smartphone saat membaca teks bahasa Inggris?
Student (H)	Sering Miss, apalagi kalau ada notifikasi masuk, jadi langsung saya cek.

Student (I) Saya jarang Miss, biasanya tidak pakai sama sekali Miss. Karena ingin fokus dan biar tidak terganggu.

Student (J) Saya sering Miss, karena teks nya ada di smartphone jadi harus menggunakan smartphone Miss.

Researcher Apa yang biasanya kamu lakukan di smartphone saat kegiatan membaca berlangsung?

Student (K) Biasanya saya cek notifikasi chat atau buka media sosial sebentar Miss.

Student (A) Saya fokus ke membaca saja Miss.

Student (B) Saya liat teks Miss, tapi kalau ada chat saya liat chat dulu Miss.

Researcher Apakah kamu sering berpindah perhatian antara membaca dan menggunakan Hp/smartphone?

Student (C) Iya Miss, sering. Kadang lagi membaca, terus berhenti untuk lihat Hp karena ada notifikasi yang masuk, jadi bacaan terputus.

Student (D) Seing Miss.

Student (E) Tidak Miss, saya lebih fokus membaca tanpa membuka HP.

Researcher Menurut kamu, bagaimana penggunaan smartphone mempengaruhi konsentrasi kamu saat membaca?

Student (F & G)

Jadi tidak fokus Miss, kadang lupa lagi baca apa, jadi harus mulai lagi dari awal.

Student (H) Saya lebih fokus tanpa HP Miss,

Researcher Apakah penggunaan smartphone mempengaruhi pemahaman kamu terhadap teks?

Student (A, B, & C)

Iya Miss, kadang tidak paham karena sering berhenti. Jadi saya harus membaca ulang.

Student (D) Lebih mudah memahami kalau tidak terganggu Miss, jadi saya lebih yakin saat menjawab soal membaca.

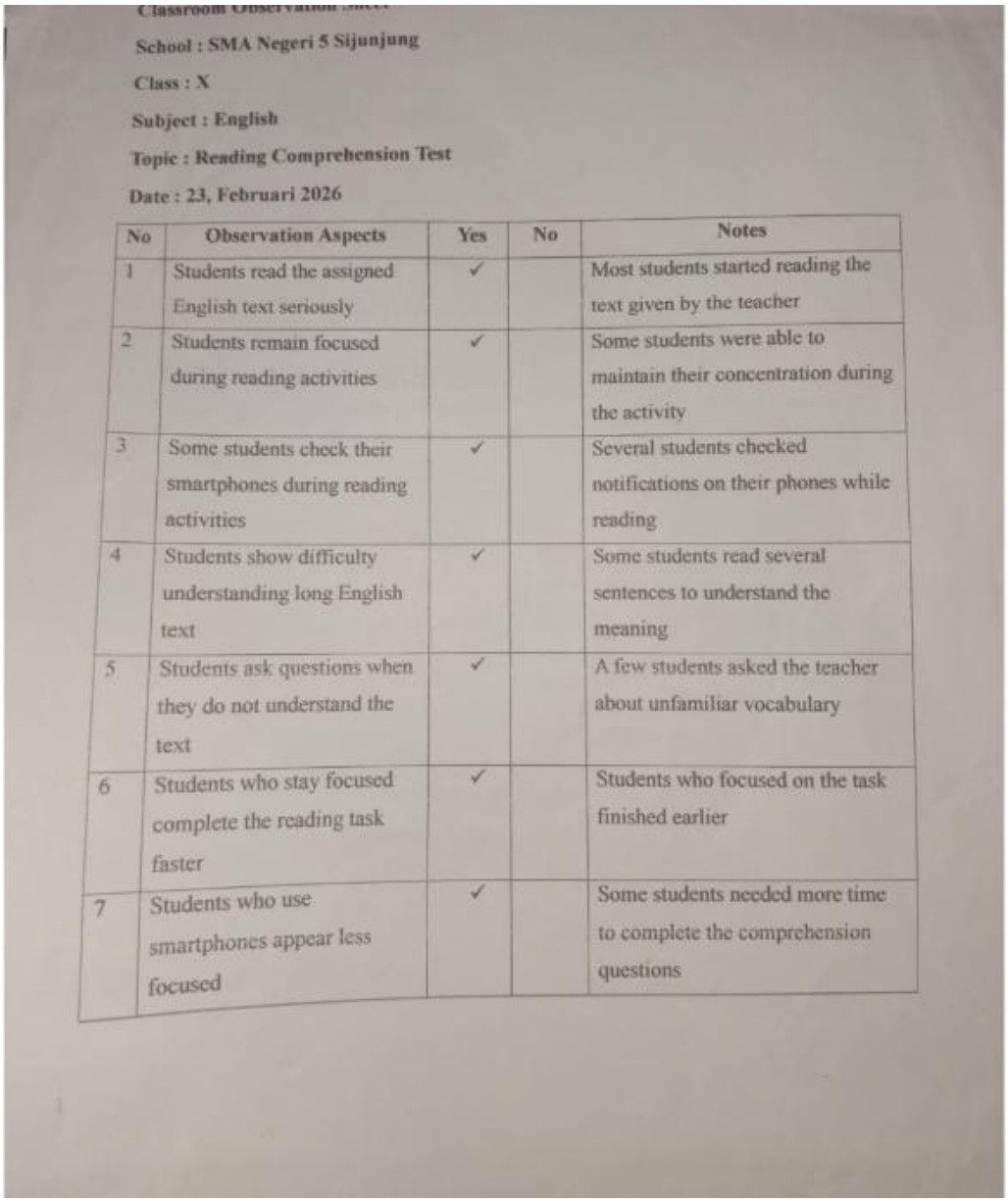
Researcher Apa yang biasanya kalian lakukan agar bisa lebih memahami teks saat membaca?

Student (E) Biasanya saya baca ulang atau cari arti kata di HP Miss, tapi kadang malah jadi terganggu lagi.

Student (F)	Saya membaca pelan-pelan dan mencoba memahami isi teks tanpa gangguan Miss.
Student (G)	Saya matikan data Hp saya dulu Miss, supaya bisa fokus membaca.
Researcher	Jika kalian sedang membaca dan ada notifikasi yang masuk apa yang akan kalian lihat? Hp atau tetap membaca?
Student (H)	Saya melihat hp Miss, karena saya langsung mikir ada notifikasi yang penting masuk.
Student (I)	Saya lihat notifikasi yang masuk itu Miss.
Student (J)	Lihat Hp Miss.

APPENDIX 2

Preliminary Research Observation



Classroom Observation Sheet

School : SMA Negeri 5 Sijunjung

Class : X

Subject : English

Topic : Reading Comprehension Test

Date : 23, Februari 2026

No	Observation Aspects	Yes	No	Notes
1	Students read the assigned English text seriously	✓		Most students started reading the text given by the teacher
2	Students remain focused during reading activities	✓		Some students were able to maintain their concentration during the activity
3	Some students check their smartphones during reading activities	✓		Several students checked notifications on their phones while reading
4	Students show difficulty understanding long English text	✓		Some students read several sentences to understand the meaning
5	Students ask questions when they do not understand the text	✓		A few students asked the teacher about unfamiliar vocabulary
6	Students who stay focused complete the reading task faster	✓		Students who focused on the task finished earlier
7	Students who use smartphones appear less focused	✓		Some students needed more time to complete the comprehension questions

Instrument Observation

Pedoman Wawancara Penelitian

Nama sekolah : SMA Negeri 5 Sijunjung

Alamat sekolah : Jl. Ambacang Tinggi Indah NO. 90 Kec. Sumpur Kudus

Jabatan : Teacher

Hari/Tanggal Wawancara : Rabu, 01 April 2026

No	Pertanyaan	Jawaban
1.	Apakah penggunaan smartphone diperbolehkan selama kegiatan pembelajaran berlangsung Mr?	
2.	Bagaimana perilaku siswa selama kegiatan membaca teks bahasa Inggris di kelas?	
3.	Kapan biasanya siswa mulai kehilangan fokus saat membaca?	
4.	Apakah siswa sering berpindah perhatian antara membaca dan penggunaan smartphone?	
5.	Menurut Mr, apakah perilaku tersebut mempengaruhi konsentrasi siswa?	
6.	Apakah perilaku tersebut berpengaruh terhadap pemahaman membaca siswa?	
7.	Bagaimana perbedaan hasil belajar antara siswa yang fokus dan yang sering multitasking?	
8.	Apakah Mr pernah mengalami kendala dalam kegiatan mengajar saat siswa yang harusnya fokus membaca malah melakukan multitasking?	
9.	Bagaimana pendapat Mr tentang anak yang Tingkat digital multitasking nya tinggi dan rendah?	
10.	Apa saran atau masukan dari Mr tentang anak yang memiliki Tingkat digital	

	multitasking tinggi dan rendah?	

Sumpur kudus Sijunjung, April 2026

Narasumber

Richandra Sinaga, S.Pd

Pewawancara

Mentary Ananda Putri

APPENDIX 3

Preliminary Reading Scores of Tenth Grade Students

Procedure text scores of class XE.1

KKTP: 78

No	Name of the Student	Scores
1	ADINDA RAHMA	85
2	AL FATRA	60
3	ARIEL ISKANDAR	55
4	ASYIFAH NUR AINI	80
5	AURA ANGGRAINI PUTRI	87
6	DANDI REVANZA	40
7	FAHBYAN BASMAN LYANDRI	85
8	FATIA RAMADHANI	78
9	FRITA TRIAYU	80
10	GOVI MEIGRESTA PUTRI	50
11	HAFAZA HUSSADA ELISA	89
12	HELENDRI KHAIRUNISA	79
13	LAFI FATHIA MAHDONI	89
14	LATHIF ALZIKRI	87
15	MARISSA PUTRI	45
16	MUHAMMAD FARDHAN	80
17	MUHAMMAD FERLY ADITIA	45
18	MUHAMMAD GIVEL LANDRY	70
19	MUHAMMAD RADIT	85
20	NABILA UNGGANI	85
21	NOVERIANDI SAPUTRA	50
22	NOVITA SALSABILA	85
23	RAGIFO GUNAWAN	30
24	RAHMAD FAKHIRA	60
25	RANGGI ANDESTA	50
26	RASMA	68
27	SELLA OKTAMIA SAFITRI	70
28	SUGINOTO LASE	20
29	TASYA AFRIDA	85
30	YULLI ONGGRAINI	75

Source: English Teacher of SMA Negeri 5 Sijunjung (2026).

Procedure text scores of class XE.2

KKTP: 78

No	Name of the Student	Scores
1	AKBAR TRIVANNO	86
2	ALVIA NOLA	65
3	AMELDA GUSTINA	50
4	ANGGITA ANANDIRA	88
5	ARLAN GIO NASRUL	40
6	ARYA PUTRA PRATAMA	70
7	AURA PUTRI LESTARI	87
8	DEO FAUZIL ADHIM	85
9	FANIA RAHMA PUTRI	86
10	FATIR FEBRIANDA	60
11	FIRZA ARIYANTI	87
12	FURKI MELANDRI	60
13	HAINI PUTRI YANTI	86
14	HANIFA SYAKINA	87
15	HASBI MAULANA	40
16	INAYAH QUR'ANI	88
17	LUKFIA RAMADANI	70
18	M. ALIEF DERMAWAN	88
19	M. KENZI ADINATA MANZA	85
20	MUHAMAD HAIRAN	55
21	NAIMA EDILA PUTRI	85
22	NAYLA JULIANA PUTRI	78
23	NOVTAVIA PUTRI	70
24	RAHMA AULIA PUTRI	88
25	RAHMAT MUZAWIR	40
26	REVALDI SAPUTRA	50
27	REVAN ANGGARA	40
28	SELLI OKTAVIA SAFITRI	35
29	SYAFWA TUL RAHMA	75
30	TAUFIK NIRHIDAYAT	65

Source: English Teacher of SMA Negeri 5 Sijunjung (2026).

Procedure text scores of class XE.3

KKTP: 78

No	Name of the Student	Scores
1	ALAN JULIANDO DECAPRIO	70
2	AMELIA SEPRIANI PUTRI	50
3	ANANDA FHATTAN PATOCHA	85
4	ARGOZALI RAMADHAN	88
5	AYDIL ADRYO	20
6	AZAKY RIFKI RAFLI	40
7	BINTANG AINUN AZIZI	78
8	DIVA PUSPITA SARI	88
9	FAIZAH AGLUNA MAROZA	80
10	FELDO RIADI	30
11	GAPIN SATRIYA	90
12	HAMDA FILCANI FEBRIAN	20
13	HANISA CINTA PAMA	96
14	HENDRI PRASETIYO	0
15	IFKIA MEYDIVA GHOZI	90
16	IRFANSYAH PRATAMA	0
17	KIKI ZULFARIDA	87
18	LYLA SEPRINA	80
19	MUHAMAD ROBIL	70
20	MUHAMMAD ALZHOFY NADIVO	60
21	NAJWA WAHYULA	80
22	NATASYA ISTI	90
23	NOBEL YANO	0
24	NUR HALIZA	88
25	PUTRI ADINDA	90
26	RAIZA OKTAVIANI	90
27	RIDATUL AKBAR	84
28	RISKA ELLIANI	40
29	SERIN SEPTI YASMI	20
30	TIARA SAPRIANI	50
31	ZELDA SAFITRI	88

Source: English Teacher of SMA Negeri 5 Sijunjung (2026).

The Mean scores of Preliminary Reading scores

Class	Mean High Score	Mean Low Score	Overall Mean
XE.1	83.86	52.53	65.40
XE.2	86.00	55.31	69.63
XE.3	85.25	33.57	59.16

Overall Mean of All Classes : 64.73

The Result of Normality Test

Class	Test	Sig. value	Result
All class	Kolmogrov- smirnov	< 0.05	Not normal

The Result of Homogeneity Test

Test	Sig. value	Result
Levene's Test	> 0.05	Homogeneous

APPENDIX 4

Research Quidelines of Questionaire

No	Indicators	Description	Item of numbers	Total
1	Task switching	Frequency switching between tasks	1, 3, 4, 5	4
2	Divided attention	Attention divided during learning	6, 8, 9	3
3	Simultaneous digital activities	Engaging in multiple activities at the same time	11, 12, 13, 14, 15	5
4	Smartphone use during reading	Using smartphone while reading	16, 17, 18, 19 20	5
	Total			17

Source : Ophir et al. (2009).

APPENDIX 5

Questionaire of Digital Multitasking

Identitas subject

Nama :

Kelas :

Jenis kelamin :

Umur :

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris. Terimakasih atas partisipasi dan kerja sama anda dalam penelitian ini.

Skala :

1 = Tidak pernah (TP)

2 = Jarang (J)

3 = Kadang-kadang (KK)

4 = Sering (S)

5 = Sangat sering (SS)

No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)					
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)					
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.					

	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)					
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)					
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)					
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)					
	Simultaneous Digital Activities					
11.	Saya menggunakan lebih dari satu aplikasi secara bersamaan saat belajar belajar Bahasa Inggris. (I use more than one application at the same time while studying.)					
12.	Saya membaca sambil mendengarkan music atau menonton video. (I read while listening to music or watching videos.)					
13.	Saya membuka media sosial saat sedang mengerjakan tugas. (I open social media while doing school tasks.)					
14.	Saya melakukan beberapa aktivitas digital secara bersamaan saat belajar. (I do several digital activities at once during learning.)					

15.	Saya mengobrol melalui media sosial saat sedang mengerjakan tugas Bahasa inggris. (I chat with other people while doing English learning.)					
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)					
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)					
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)					
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)					
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)					

Note: Item 2, 7 dan 10 were excluded from the fina questionnaire because they were found to be invalid based on the validity analysis.

APPENDIX 6

Research Quidelines of Reading Comprehension test

Recount Text	No	Indicators	Question Number	Total
	1	Main idea	1, 6, 11, 16	4
	2	Specific information	2, 7, 12, 17	4
	3	Vocabulary in context	3, 8, 13, 18	4
	4	inferences	4, 9, 14 19	4
	5	Purpose of the text	5, 10,15, 20	4
		Total	1-20	20

Source : Brown (2004).

APPENDIX 7

Reading Comprehension Test

Name : _____ Class : _____

Time : 45 minutes Date : _____

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   B. A family trip to Padang
   C. Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   A. Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word “meaningful” is closet meaning to….
   A. Boring
   B. Valuable
   C. Difficult
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   D. It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   B. To tell a past experience
   C. To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.

On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the main idea of the text?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. Why did the writer feel nervous?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does “confidently” mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. What is the purpose of the text?
   A. To describe a place
   B. To tell past experience
   C. To explain rules
   D. To give instructions

This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. What is the main idea of the text?
   A. A bad holiday
   B. A challenging day at school
   C. A fun activity
   D. A school trip
12. What caused the writer to wake up late?
   A. He was sick
   B. His forgot
   C. He was tired
   D. His alarm did not ring
13. The word “challenging” refers to?
   A. Difficult
   B. Easy

C. Fun
D. Simple

14. What can be inferred about the writer?
    A. He is careless
    B. He learns from his mistake
    C. He is lazy
    D. He is angry
15. What is the purpose of the text?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. What is the main idea of the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Why did the writer help his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragragp three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be inferred about the writer?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What is the purpose of the text?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions

~Good Luck~

APPENDIX 8

Key Answer of Reading ComprehensionTest

1. B	6. C	11. B	16. B
2. A	7. C	12. D	17. B
3. B	8. A	13. A	18. C
4. D	9. B	14. B	19. B
5. B	10. B	15. A	20. A

APPENDIX 9

Indicators of Rubric Scoring for Reading

Reading Aspect	**Max Score**	**Weight (%)**	**Description**
Main idea	4 pts	20%	1 points for each correct answer (4 item)
Specific information	4 pts	20%	1 points for each correct answer (4 item)
Vocabulary in context	4 pts	20%	1 points for each correct answer (4 item)
Inferences	4 pts	20%	1 points for each correct answer (4 item)
Purpose of the text	4 pts	20%	1 points for each correct answer (4 item)
Total	**20 pts**	**100%**	Final score = (Raw score / 20) × 100

Score	Criteria
1	Correct answer.
0	Incorrect answer or no answer.

APPENDIX 10

Validity of Instrument by Validator

By Ms. Muthia Rahman, M.Pd

Research Quidelines of Questionnaire

No	Indicators	Description	Item of numbers	Total
1	Task switching	Frequency switching between tasks	1, 2, 3, 4, 5	5
2	Divided attention	Attention divided during learning	6, 7, 8, 9, 10	5
3	Simultaneous digital activities	Engaging in multiple activities at the same time	11, 12, 13, 14, 15	5
4	Smartphone use during reading	Using smartphone while reading	16, 17, 18, 19 20	5
	Total			20

Source : Ophir et al. (2009).

Questionaire of Digital Multitasking

Identitas subject

Nama :

Kelas :

Jenis kelamin :

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

2 = Jarang (J)

3 = Kadang-kadang (KK)

4 = Sering (S)

5 = Sangat sering (SS)

No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)					
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)					
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)					

4.	Saya sering mengganti aktifitas saat mengerjakan tugas. (I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)					
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital Ketika belajar. (I find it difficult to focus when using digital devices while studying.)					
7.	Perhatian saya terbagi saat menggunakan ponsel Ketika belajar. (My attention is divided when I use my phone during learning.)					
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)					
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)					
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)					
	Simultaneous Digital Activities					
11.	Saya menggunakan lebih dari satu aplikasi secara bersamaan saat belajar. (I use more than one application at the same time while studying.)					
12.	Saya membaca sambil mendengarkan music atau menonton video. (I read while listening to music or watching videos.)					

13.	Saya membuka media sosial saat sedang menerjakan tugas. (I open social media while doing school tasks.)					
14.	Saya melakukan beberapa aktivitas digital sekaligus saat belajar. (I do several digital activities at once during learning.)					
15.	Saya terbiasa melakukan banyak aktivitas secara bersamaan. (I am used to doing multiple tasks at the same time.)					
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)					
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)					
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)					
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)					
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)					

Research Quidelines of Pre test and Post test

Reading Comprehension test

Variable	The Material	Instrument Item	Indicators	Number of Items
A Comparative study of English Reading comprehension between High and Low Digital Multitasking EFL 10th grade students at SMA Negeri 5 Sijunjung	Recount Text	Reading comprehension Multiple Choice that consist of 20 items	1. Main idea 2. Specific information 3. Vocabulary in context 4. Inferences 5. Purpose of the text	1, 6, 11, 16 2, 7, 12, 17 3, 8, 13, 18 4, 9, 14, 19 5, 10, 15, 20

Source : Brown (2004)

Reading Comprehension test

Name : _____ Class : _____

Time : 45 minutes Date : _____

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   B. A family trip to Padang
   C. Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   A. Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word "meaningful" is closest meaning to?
   A. Boring
   B. Valuable
   C. Difficult
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   D. It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   B. To tell a past experience
   C. To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.

On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the main idea of the text?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. Why did the writer feel nervous?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What can be inferred about the writer?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. What is the purpose of the text?
   A. To describe a place
   B. To tell past experience
   C. To explain rules
   D. To give instructions

This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. What is the main idea of the text?
   A. A bad holiday
   B. A challenging day at school
   C. A fun activity
   D. A school trip
12. Why did the writer wake up late?
   A. He was sick
   B. His forgot
   C. He was tired
   D. His alarm did not ring
13. What does "challenging" mean?
   A. Difficult
   B. Easy
   C. Fun
   D. Simple
14. What can be inferred about the writer?
   A. He is careless
   B. He learns from his mistake
   C. He is lazy

D. He is angry

15. What is the purpose of the text?
A. To tell past experience
B. To describe a place
C. To explain a process
D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. What is the main idea of the text?
A. A school test
B. Helping a friend
C. A difficult lesson
D. A classroom activity

17. Why did the writer help his friend?
A. She was absent
B. She was confused
C. She was late
D. She was sick

18. What does "confidently" mean?
A. Nervously
B. Happily
C. With confidence
D. Slowly

19. What can be inferred about the writer?
A. He is selfish
B. He is helpful
C. He is careless
D. He is shy

20. What is the purpose of the text?
A. To tell a past experience
B. To describe a place
C. To explain rules
D. To give instructions

LEMBAR VALIDASI INSTRUMEN

Nama : Mentary Ananda Putri

Judul Skripsi : A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG

Fakultas : Tarbiyah dan Ilmu Keguruan

Melalui lembar ini, Ananda mohon kesediaan Bapak/Ibu untuk memeberikan **validasi konten (content validaty)** terhadap instrument penelitian yang telah disusun sebagai bagian dari penelitian Ananda. Penulis mengharapkan masukan, saran, dan penelitian Bapak/Ibuk guna menyempurnakan instrument agar layak digunakan dalam penelitian ini. Atas penelitian dan kerja sama Bapak/Ibu, penulis mengucapkan terimakasih.

Petunjuk:

Untuk memberikan penilaian terhadap instrument "A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan revisi sedang
   4. Dapat digunakan dengan sedikit revisi
   5. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

1. Kuesioner

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Pernyataan 1				✓		
2	Pernyataan 2					✓	
3	Pernyataan 3					✓	
4	Pernyataan 4					✓	
5	Pernyataan 5				✓		
6	Pernyataan 6				✓		
7	Pernyataan 7				✓		
8	Pernyataan 8					✓	
9	Pernyataan 9					✓	
10	Pernyataan 10					✓	
11	Pernyataan 11					✓	
12	Pernyataan 12					✓	
13	Pernyataan 13				✓		
14	Pernyataan 14					✓	
15	Pernyataan 15					✓	
16	Pernyataan 16					✓	
17	Pernyataan 17					✓	
18	Pernyataan 18					✓	
19	Pernyataan 19					✓	

20	Pernyataan 20					✓	

2. Rubric Reading comprehension test

	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Main idea				✓		
2	Specific information				✓		
3	Vocabulary in context				✓		
4	Inference				✓		
5	Purpose of the text				✓		

B. KOMENTAR DAN SARAN

answers:

1. Perbaiki beberapa pertanyaan dalam test yang memiliki bentuk kalimat yang persis sama. Variasikan format kalimat yang digunakan.
2. Pada kuesioner terdapat beberapa pernyataan yang bermakna ganda.

C. KESIMPULAN

Berdasarkan peniliaan tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 20 Mei 2026

Validator

Muthia Rahman M.Pd

NIP. 19840315 201503 2003

By Mr. Syahrul, SS. M.Pd

Research Quidelines of Questionnaire

No	Indicators	Description	Item of numbers	Total
1	Task switching	Frequency switching between tasks	1, 2, 3, 4, 5	5
2	Divided attention	Attention divided during learning	6, 7, 8, 9, 10	5
3	Simultaneous digital activities	Engaging in multiple activities at the same time	11, 12, 13, 14, 15	5
4	Smartphone use during reading	Using smartphone while reading	16, 17, 18, 19 20	5
	Total			20

Source : Ophir et al. (2009).

Questionnaire of Digital Multitasking

Identitas subject

Nama :

Kelas :

Jenis kelamin :

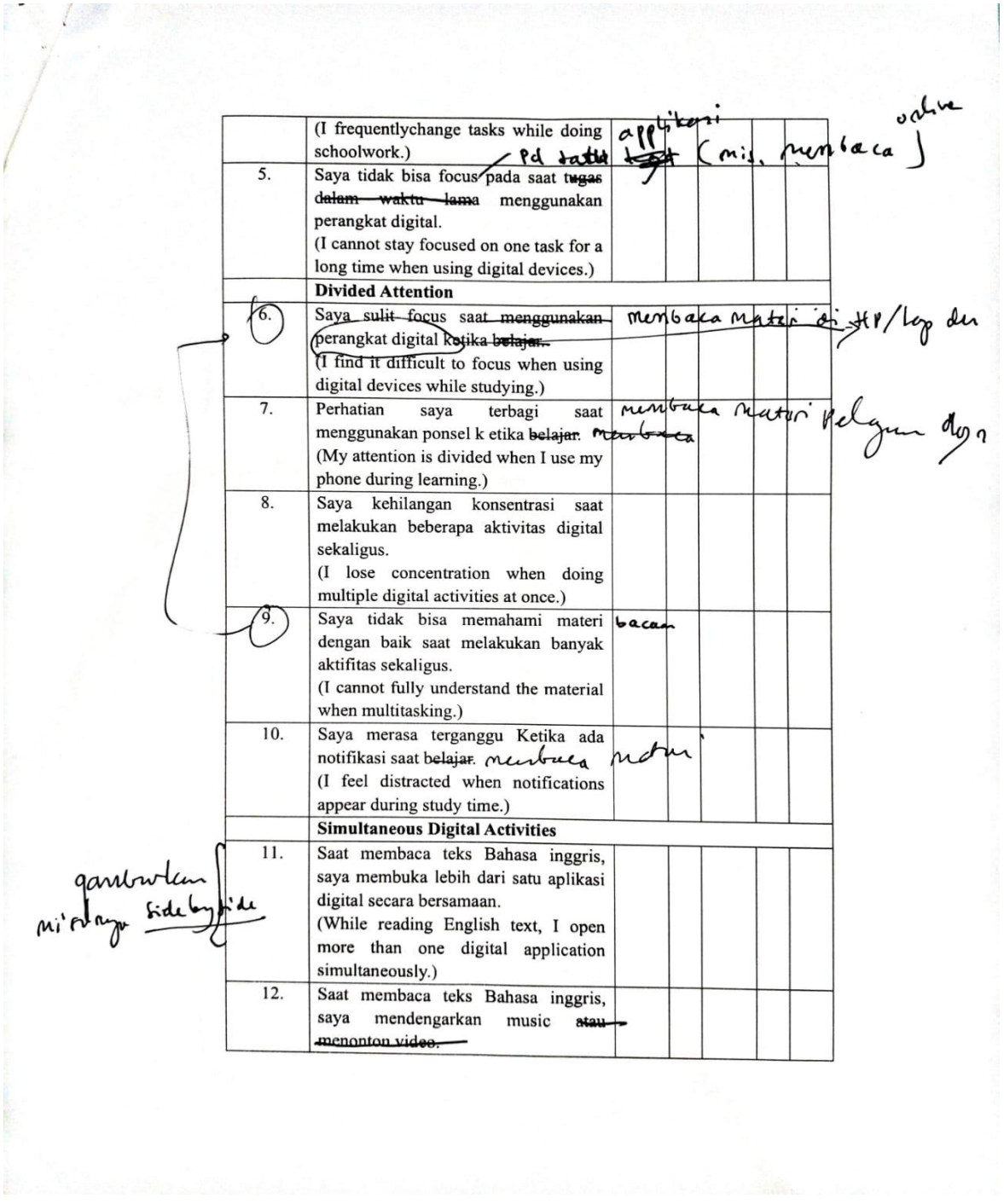
Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = **Tidak pernah (TP)**
2 = **Jarang (J)**
3 = **Kadang-kadang (KK)**
4 = **Sering (S)**
5 = **Sangat sering (SS)**

No.	Pernyataan	Pilihan Jawaban				
		~~1~~	~~2~~	~~3~~	~~4~~	~~5~~
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)					
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)					
3.	Saya membuka aplikasi lain saat ~~belajar~~ Bahasa Inggris. (I open other applications while studying English.)					
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.					



	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)					
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)					
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)					
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)					
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)					
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)					
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)					
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.					

Research Quidelines of Pre test and Post test

Reading Comprehension test

Variable	The Material	Instrument Item	Indicators	Number of Items
A Comparative study of English Reading comprehension between High and Low Digital Multitasking EFL 10th grade students at SMA Negeri 5 Sijunjung	Recount Text	Reading comprehension Multiple Choice that consist of 20 items	1. Main idea 2. Specific information 3. Vocabulary in context 4. Inferences 5. Purpose of the text	1, 6, 11, 16 2, 7, 12, 17 3, 8, 13, 18 4, 9, 14, 19 5, 10, 15, 20

Source : Brown (2004)

Reading Comprehension test

Name : _____ Class : _____

Time : 45 minutes Date : _____

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   B. A family trip to Padang
   C. Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   A. Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word "meaningful" is closest meaning to?
   A. Boring
   B. Valuable
   C. Difficult
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   D. It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   B. To tell a past experience
   C. To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.

On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
    A. To describe a place
    B. To tell past experience
    C. To explain rules
    D. To give instructions

This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
    A. A bad holiday
    B. A challenging day at school
    C. A fun activity
    D. A school trip
12. What caused the writer to wake up late?
    A. He was sick
    B. His forgot
    C. He was tired
    D. His alarm did not ring
13. The word "Challenging" refers to?
    A. Difficult
    B. Easy
    C. Fun
    D. Simple
14. Which statement can best be concluded?
    A. He is careless
    B. He learns from his mistake
    C. He is lazy

D. He is angry

15. The writer wrote the text in order to?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What does the writer intend to share?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions

LEMBAR VALIDASI INSTRUMEN

Nama : Mentary Ananda Putri

Judul Skripsi : A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG

Fakultas : Tarbiyah dan Ilmu Keguruan

Melalui lembar ini, Ananda mohon kesediaan Bapak/Ibu untuk memeberikan **validasi konten (content validaty)** terhadap instrument penelitian yang telah disusun sebagai bagian dari penelitian Ananda. Penulis mengharapkan masukan, saran, dan penelitian Bapak/Ibuk guna menyempurnakan instrument agar layak digunakan dalam penelitian ini. Atas penelitian dan kerja sama Bapak/Ibu, penulis mengucapkan terimakasih.

Petunjuk:

Untuk memberikan penilaian terhadap instrument "A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan revisi sedang
   4. Dapat digunakan dengan sedikit revisi
   5. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

1. Kuesioner

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Pernyataan 1			✓			Lihat di Instrument
2	Pernyataan 2					✓	
3	Pernyataan 3			✓			
4	Pernyataan 4			✓			
5	Pernyataan 5			✓			
6	Pernyataan 6			✓			
7	Pernyataan 7			✓			
8	Pernyataan 8					✓	
9	Pernyataan 9				✓		Sama dgn no 6 Peneliti Coba
10	Pernyataan 10				✓		
11	Pernyataan 11				✓		
12	Pernyataan 12				✓		
13	Pernyataan 13				✓		
14	Pernyataan 14				✓		Tetinya tanda
15	Pernyataan 15				✓		
16	Pernyataan 16		✓				
17	Pernyataan 17		✓				
18	Pernyataan 18		✓				
19	Pernyataan 19		✓				

20	Pernyataan 20						

B. KOMENTAR DAN SARAN

answers: 1) Buat Pengantar
2) Focus penggunaan media ke laptop atau handphone → smartphone
3) Perbaiki dpt pada Coretan - koreksi di Instrumen

C. KESIMPULAN

Berdasarkan peniliaan tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 1 Juni 2026

Validator

Syahrul, S.Pd. M.Pd

NIP. 197003252003121008

A. Aspek penilaian

2. Reading comprehension test

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Soal 1				✓		
2	Soal 2					✓	
3	Soal 3			✓			
4	Soal 4			✓			
5	Soal 5					✓	
6	Soal 6					✓	
7	Soal 7			✓			
8	Soal 8		✓				
9	Soal 9					✓	
10	Soal 10			✓			
11	Soal 11		✓				
12	Soal 12		✓				
13	Soal 13			✓			
14	Soal 14		✓				
15	Soal 15		✓				
16	Soal 16					✓	
17	Soal 17					✓	
18	Soal 18		✓				
19	Soal 19				✓		

20	Soal 20				✓		

B. KOMENTAR DAN SARAN

answers: .....

1. Kurangi teks menjadi 3, padatkan pertanyaan agar mereka fokus dan punya waktu yg cukup utk menjawab

2) Revisi dan check grammatical error

C. KESIMPULAN

Berdasarkan peniliaan tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 7 Juni 2026

Validator

Syahril, SS, M.Pd

NIP. 197003252003121008

By Ms. Dr. Afdaleni. M.Pd., M.Pd

Research Quidelines of Questionnaire

No	Indicators	Description	Item of numbers	Total
1	Task switching	Frequency switching between tasks	1, 2, 3, 4, 5	5
2	Divided attention	Attention divided during learning	6, 7, 8, 9, 10	5
3	Simultaneous digital activities	Engaging in multiple activities at the same time	11, 12, 13, 14, 15	5
4	Smartphone use during reading	Using smartphone while reading	16, 17, 18, 19 20	5
	Total			20

Source : Ophir et al. (2009).

Questionnaire of Digital Multitasking

Identitas subject

Nama :

Kelas :

Jenis kelamin :

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

2 = Jarang (J)

3 = Kadang-kadang (KK)

4 = Sering (S)

5 = Sangat sering (SS)

No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. Bahasa inggris (I move from one application to another while studying.)					
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)					
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)					
4.	Saya sering mengganti aktifitas saat ~~mengerjakan tugas.~~ membaca teks reading bahasa inggris.					

	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)					
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)					
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)					
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)					
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)					
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)					
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)					
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.					

	(While reading English text, I listen to music or watch videos.)					
13.	Saat membaca teks Bahasa inggris, Saya membuka media sosial. (While reading English text, I access social media.)					
14.	Saat membaca teks Bahasa inggris, saya sering berpindah antara kegiatan membaca dan aktivitas digital lainnya. (While reading English text, I frequently switch between reading activities and other digital activities.)					
15.	Saat membaca teks Bahasa inggris, saya mengerjakan tugas sambil melakukan aktivitas digital lain yang tidak berkaitan dengan Pelajaran. (While reading English text, I work on reading tasks while engaging in other digital activities unrelated to the lesson.)					
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)					
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)					
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)					
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)					
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)					

Reading Comprehension test

Name : _____ Class : _____

Time : 45 minutes Date : _____

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   B. A family trip to Padang
   C. Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   A. Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word "meaningful" is closest meaning to?
   A. Boring
   B. Valuable
   C. Difficult
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   D. It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   B. To tell a past experience
   C. To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.

On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
   A. To describe a place
   B. To tell past experience
   C. To explain rules
   D. To give instructions

This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
   A. A bad holiday
   B. A challenging day at school
   C. A fun activity
   D. A school trip
12. What caused the writer to wake up late?
   A. He was sick
   B. His forgot
   C. He was tired
   D. His alarm did not ring
13. The word "Challenging" refers to?
   A. Difficult
   B. Easy
   C. Fun
   D. Simple
14. Which statement can best be concluded?
   A. He is careless
   B. He learns from his mistake
   C. He is lazy

D. He is angry

15. The writer wrote the text in order to?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What does the writer intend to share?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions

LEMBAR VALIDASI INSTRUMEN

Nama : Mentary Ananda Putri

Judul Skripsi : A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG

Fakultas : Tarbiyah dan Ilmu Keguruan

Melalui lembar ini, Ananda mohon kesediaan Bapak/Ibu untuk memeberikan **validasi konten (content validaty)** terhadap instrument penelitian yang telah disusun sebagai bagian dari penelitian Ananda. Penulis mengharapkan masukan, saran, dan penelitian Bapak/Ibuk guna menyempurnakan instrument agar layak digunakan dalam penelitian ini. Atas penelitian dan kerja sama Bapak/Ibu, penulis mengucapkan terimakasih.

Petunjuk:

Untuk memberikan penilaian terhadap instrument "A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG" Bapak/Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. Tidak dapat digunakan
   2. Dapat digunakan dengan banyak revisi
   3. Dapat digunakan dengan revisi sedang
   4. Dapat digunakan dengan sedikit revisi
   5. Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

1. Kuesioner

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Pernyataan 1				✓		
2	Pernyataan 2						
3	Pernyataan 3				✓		
4	Pernyataan 4				✓		
5	Pernyataan 5					✓	
6	Pernyataan 6					✓	
7	Pernyataan 7					✓	
8	Pernyataan 8					✓	
9	Pernyataan 9					✓	
10	Pernyataan 10					✓	
11	Pernyataan 11					✓	
12	Pernyataan 12					✓	
13	Pernyataan 13					✓	
14	Pernyataan 14					✓	
15	Pernyataan 15					✓	
16	Pernyataan 16					✓	
17	Pernyataan 17					✓	
18	Pernyataan 18					✓	
19	Pernyataan 19					✓	

20	Pernyataan 20				✓		

B. KOMENTAR DAN SARAN

answers: .....

Secara umum angket ini sudah dapat digunakan dengan sedikit revisi

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C. KESIMPULAN

Berdasarkan peniliaan tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 10 Juni 2026

Validator



Dr. Afdaleni. M.Pd., M.Pd.

NIP.196404091989032001

A. Aspek penilaian

2. Reading comprehension test

No	Butir	Skala/Penilaian					Keterangan
		1	2	3	4	5	
1	Soal 1					✓	
2	Soal 2				✓		
3	Soal 3					✓	
4	Soal 4					✓	
5	Soal 5					✓	
6	Soal 6					✓	
7	Soal 7				✓		
8	Soal 8					✓	
9	Soal 9					✓	
10	Soal 10					✓	
11	Soal 11					✓	
12	Soal 12				✓		
13	Soal 13					✓	
14	Soal 14					✓	
15	Soal 15					✓	
16	Soal 16					✓	
17	Soal 17				✓		
18	Soal 18					✓	
19	Soal 19					✓	

20	Soal 20					✓	

B. KOMENTAR DAN SARAN

answers: .....
Secara umum angket ini sudah dapat digunakan dengan sedikit revisi
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C. KESIMPULAN

Berdasarkan peniliaan tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 10 Juni 2026
Validator

Dr. Afdaleni. M.Pd., M.Pd.
NIP. 196404091989032001

APPENDIX 11

Validity of instrument Digital Multitasking from Try Out Score

Correlations

		Item_1	Item_2	Item_3	Item_4	Item_5	Item_6
Item_13	Pearson Correlation	,177	-,018	,410*	,296	,009	,126
	Sig. (2-tailed)	,349	,925	,024	,112	,962	,506
	N	30	30	30	30	30	30
Item_14	Pearson Correlation	,511**	,382*	,404*	,314	,124	,503**
	Sig. (2-tailed)	,004	,037	,027	,091	,512	,005
	N	30	30	30	30	30	30
Item_15	Pearson Correlation	,143	,077	,430*	,033	,304	,124
	Sig. (2-tailed)	,451	,687	,018	,861	,102	,514
	N	30	30	30	30	30	30
Item_16	Pearson Correlation	,336	,198	,231	,979**	,018	,267
	Sig. (2-tailed)	,069	,295	,219	,000	,924	,154
	N	30	30	30	30	30	30
Item_17	Pearson Correlation	,231	,229	,089	,465**	,149	,256
	Sig. (2-tailed)	,220	,223	,641	,010	,434	,172
	N	30	30	30	30	30	30
Item_18	Pearson Correlation	-,031	-,050	,118	,160	,269	-,024
	Sig. (2-tailed)	,873	,794	,536	,398	,150	,899
	N	30	30	30	30	30	30
Item_19	Pearson Correlation	,161	,142	,147	,245	,265	,113
	Sig. (2-tailed)	,395	,453	,438	,191	,156	,551
	N	30	30	30	30	30	30
Item_20	Pearson Correlation	,511**	,382*	,404*	,314	,124	,503**
	Sig. (2-tailed)	,004	,037	,027	,091	,512	,005
	N	30	30	30	30	30	30
Total	Pearson Correlation	,483**	,312	,497**	,579**	,372*	,436*
	Sig. (2-tailed)	,007	,093	,005	,001	,043	,016
	N	30	30	30	30	30	30

		Item_7	Item_8	Item_9	Item_10	Item_11	Item_12
Item_13	Pearson Correlation	,200	,979**	,106	-,090	,449*	,530**
	Sig. (2-tailed)	,290	,000	,577	,636	,013	,003
	N	30	30	30	30	30	30
Item_14	Pearson Correlation	-,185	,297	,134	,082	,231	,331
	Sig. (2-tailed)	,327	,111	,479	,668	,219	,074
	N	30	30	30	30	30	30
Item_15	Pearson Correlation	,119	,412*	,346	,240	,976**	,568**
	Sig. (2-tailed)	,532	,024	,061	,202	,000	,001
	N	30	30	30	30	30	30
Item_16	Pearson Correlation	,544**	,275	,149	,000	,111	,212
	Sig. (2-tailed)	,002	,141	,432	1,000	,561	,261
	N	30	30	30	30	30	30
Item_17	Pearson Correlation	-,015	,307	,098	-,069	,283	,372*
	Sig. (2-tailed)	,936	,099	,605	,718	,130	,043
	N	30	30	30	30	30	30
Item_18	Pearson Correlation	-,224	,308	,264	,342	,317	,007
	Sig. (2-tailed)	,234	,098	,159	,064	,088	,969
	N	30	30	30	30	30	30
Item_19	Pearson Correlation	,202	,181	,362*	,379*	,523**	,150
	Sig. (2-tailed)	,284	,337	,049	,039	,003	,430
	N	30	30	30	30	30	30
Item_20	Pearson Correlation	-,185	,297	,134	,082	,231	,331
	Sig. (2-tailed)	,327	,111	,479	,668	,219	,074
	N	30	30	30	30	30	30
Total	Pearson Correlation	,352	,520**	,465**	,356	,643**	,545**
	Sig. (2-tailed)	,057	,003	,010	,053	,000	,002
	N	30	30	30	30	30	30

		Item_13	Item_14	Item_15	Item_16	Item_17	Item_18
Item_13	Pearson Correlation	1	,293	,419*	,329	,274	,295
	Sig. (2-tailed)		,116	,021	,076	,142	,114
	N	30	30	30	30	30	30
Item_14	Pearson Correlation	,293	1	,237	,305	,481**	,294
	Sig. (2-tailed)	,116		,207	,102	,007	,115
	N	30	30	30	30	30	30
Item_15	Pearson Correlation	,419*	,237	1	,048	,323	,336
	Sig. (2-tailed)	,021	,207		,801	,082	,069
	N	30	30	30	30	30	30
Item_16	Pearson Correlation	,329	,305	,048	1	,422*	,148
	Sig. (2-tailed)	,076	,102	,801		,020	,435
	N	30	30	30	30	30	30
Item_17	Pearson Correlation	,274	,481**	,323	,422*	1	,497**
	Sig. (2-tailed)	,142	,007	,082	,020		,005
	N	30	30	30	30	30	30
Item_18	Pearson Correlation	,295	,294	,336	,148	,497**	1
	Sig. (2-tailed)	,114	,115	,069	,435	,005	
	N	30	30	30	30	30	30
Item_19	Pearson Correlation	,219	,299	,499**	,277	,183	,491**
	Sig. (2-tailed)	,245	,108	,005	,138	,333	,006
	N	30	30	30	30	30	30
Item_20	Pearson Correlation	,293	1,000**	,237	,305	,481**	,294
	Sig. (2-tailed)	,116	,000	,207	,102	,007	,115
	N	30	30	30	30	30	30
Total	Pearson Correlation	,546**	,598**	,627**	,594**	,470**	,433*
	Sig. (2-tailed)	,002	,000	,000	,001	,009	,017
	N	30	30	30	30	30	30

		Item_19	Item_20	Total
Item_13	Pearson Correlation	,219	,293	,546**
	Sig. (2-tailed)	,245	,116	,002
	N	30	30	30
Item_14	Pearson Correlation	,299	1,000**	,598**
	Sig. (2-tailed)	,108	,000	,000
	N	30	30	30
Item_15	Pearson Correlation	,499**	,237	,627**
	Sig. (2-tailed)	,005	,207	,000
	N	30	30	30
Item_16	Pearson Correlation	,277	,305	,594**
	Sig. (2-tailed)	,138	,102	,001
	N	30	30	30
Item_17	Pearson Correlation	,183	,481**	,470**
	Sig. (2-tailed)	,333	,007	,009
	N	30	30	30
Item_18	Pearson Correlation	,491**	,294	,433*
	Sig. (2-tailed)	,006	,115	,017
	N	30	30	30
Item_19	Pearson Correlation	1	,299	,635**
	Sig. (2-tailed)		,108	,000
	N	30	30	30
Item_20	Pearson Correlation	,299	1	,598**
	Sig. (2-tailed)	,108		,000
	N	30	30	30
Total	Pearson Correlation	,635**	,598**	1
	Sig. (2-tailed)	,000	,000	
	N	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table Validity of the Questionnaire of Digital Multitasking Items

Number of Item	**Pearson Correlation**	**Sig. (2-tailed)**	**r-table ($\alpha = 5\%$**	**validity**	**Interpretation**
Item 1	0,483	0,007	0,361	Valid	Moderate
Item 3	0,497	0,005		Valid	Moderate
Item 4	0,579	0,001		Valid	Moderate
Item 5	0,372	0,043		Valid	Weak
Item 6	0,436	0,016		Valid	Moderate
Item 8	0,520	0,003		Valid	Moderate
Item 9	0,465	0,010		Valid	Moderate
Item 11	0,643	0,000		Valid	Strong
Item 12	0,545	0,002		Valid	Moderate
Item 13	0,546	0,002		Valid	Moderate
Item 14	0,598	0,000		Valid	Moderate
Item 15	0,627	0,000		Valid	Strong
Item 16	0,594	0,001		Valid	Moderate
Item 17	0,470	0,009		Valid	Moderate
Item 18	0,433	0,017		Valid	Moderate
Item 19	0,635	0,000		Valid	Strong
Item 20	0,598	0,000		Valid	Moderate

APPENDIX 12

Reliability of Instruments Digital Multitasking

Reliability Statistics

Cronbach's Alpha	N of Items
,773	17

Based on these results, it can be concluded that the Digital Multitasking Questionnaire used in this research was **reliable**, as the Cronbach's Alpha coefficient was **0.773**, which was higher than the minimum reliability coefficient of **0.60** proposed by Sugiyono (2019). Therefore, the questionnaire could be considered a consistent and reliable instrument for measuring students' digital multitasking behavior.

APPENDIX 13

Validity of instrument Reading Comprehension from Try Out Score

Correlations

		Soal_1	Soal_2	Saoal_3	Spal_4	Soal_5	Soal_6
Soal_13	Pearson Correlation	,110	,167	,167	,191	,339	,167
	Sig. (2-tailed)	,563	,379	,379	,312	,067	,379
	N	30	30	30	30	30	30
Soal_14	Pearson Correlation	,202	,136	,136	,134	,346	,272
	Sig. (2-tailed)	,285	,473	,473	,481	,061	,146
	N	30	30	30	30	30	30
Soal_15	Pearson Correlation	,144	,355	,355	,339	,120	,218
	Sig. (2-tailed)	,448	,055	,055	,067	,527	,247
	N	30	30	30	30	30	30
Soal_16	Pearson Correlation	,202	,272	,272	,267	,346	,272
	Sig. (2-tailed)	,285	,146	,146	,153	,061	,146
	N	30	30	30	30	30	30
Soal_17	Pearson Correlation	,396*	,327	,191	1,000**	,157	,464**
	Sig. (2-tailed)	,031	,077	,312	,000	,407	,010
	N	30	30	30	30	30	30
Soal_18	Pearson Correlation	-,067	,136	,136	,134	,346	,000
	Sig. (2-tailed)	,724	,473	,473	,481	,061	1,000
	N	30	30	30	30	30	30
Soal_19	Pearson Correlation	,413*	,355	,218	,071	,259	,491**
	Sig. (2-tailed)	,023	,055	,247	,708	,167	,006
	N	30	30	30	30	30	30
Soal_20	Pearson Correlation	,086	,165	,165	,279	,451*	,165
	Sig. (2-tailed)	,651	,384	,384	,136	,012	,384
	N	30	30	30	30	30	30
Total	Pearson Correlation	,554**	,552**	,458*	,558**	,525**	,661**
	Sig. (2-tailed)	,001	,002	,011	,001	,003	,000
	N	30	30	30	30	30	30

		Soal_7	Soal_8	Soal_9	Soal_10	Soal_11	Soal_12
Soal_13	Pearson Correlation	,110	,226	,528**	,272	,191	,000
	Sig. (2-tailed)	,563	,230	,003	,146	,312	1,000
	N	30	30	30	30	30	30
Soal_14	Pearson Correlation	,202	,208	,272	,067	,267	,000
	Sig. (2-tailed)	,285	,271	,146	,726	,153	1,000
	N	30	30	30	30	30	30
Soal_15	Pearson Correlation	,279	,434*	,191	,134	,339	,094
	Sig. (2-tailed)	,136	,016	,312	,481	,067	,619
	N	30	30	30	30	30	30
Soal_16	Pearson Correlation	,202	,346	,816**	,333	,401*	,141
	Sig. (2-tailed)	,285	,061	,000	,072	,028	,456
	N	30	30	30	30	30	30
Soal_17	Pearson Correlation	,935**	,259	,218	,401*	,196	,047
	Sig. (2-tailed)	,000	,167	,247	,028	,298	,804
	N	30	30	30	30	30	30
Soal_18	Pearson Correlation	,067	,208	,816**	,333	,134	,141
	Sig. (2-tailed)	,724	,271	,000	,072	,481	,456
	N	30	30	30	30	30	30
Soal_19	Pearson Correlation	,144	,296	,055	,401*	,473**	,236
	Sig. (2-tailed)	,448	,113	,775	,028	,008	,209
	N	30	30	30	30	30	30
Soal_20	Pearson Correlation	,222	,247	,934**	,336	,279	,048
	Sig. (2-tailed)	,239	,189	,000	,069	,136	,803
	N	30	30	30	30	30	30
Total	Pearson Correlation	,615**	,553**	,415*	,580**	,696**	,394*
	Sig. (2-tailed)	,000	,002	,023	,001	,000	,031
	N	30	30	30	30	30	30

		Soal_13	Soal_14	Soal_15	Soal_16	Soal_17	Soal_18
Soal_13	Pearson Correlation	1	,544**	,355	,680**	,191	,544**
	Sig. (2-tailed)		,002	,055	,000	,312	,002
	N	30	30	30	30	30	30
Soal_14	Pearson Correlation	,544**	1	,401*	,467**	,134	,200
	Sig. (2-tailed)	,002		,028	,009	,481	,289
	N	30	30	30	30	30	30
Soal_15	Pearson Correlation	,355	,401*	1	,401*	,339	,267
	Sig. (2-tailed)	,055	,028		,028	,067	,153
	N	30	30	30	30	30	30
Soal_16	Pearson Correlation	,680**	,467**	,401*	1	,267	,733**
	Sig. (2-tailed)	,000	,009	,028		,153	,000
	N	30	30	30	30	30	30
Soal_17	Pearson Correlation	,191	,134	,339	,267	1	,134
	Sig. (2-tailed)	,312	,481	,067	,153		,481
	N	30	30	30	30	30	30
Soal_18	Pearson Correlation	,544**	,200	,267	,733**	,134	1
	Sig. (2-tailed)	,002	,289	,153	,000	,481	
	N	30	30	30	30	30	30
Soal_19	Pearson Correlation	,082	,134	,330	,134	,071	,134
	Sig. (2-tailed)	,667	,481	,075	,481	,708	,481
	N	30	30	30	30	30	30
Soal_20	Pearson Correlation	,577**	,336	,261	,874**	,279	,874**
	Sig. (2-tailed)	,001	,069	,164	,000	,136	,000
	N	30	30	30	30	30	30
Total	Pearson Correlation	,443*	,535**	,544**	,535**	,558**	,382*
	Sig. (2-tailed)	,014	,002	,002	,002	,001	,037
	N	30	30	30	30	30	30

		Soal_19	Soal_20	Total
Soal_13	Pearson Correlation	,082	,577**	,443*
	Sig. (2-tailed)	,667	,001	,014
	N	30	30	30
Soal_14	Pearson Correlation	,134	,336	,535**
	Sig. (2-tailed)	,481	,069	,002
	N	30	30	30
Soal_15	Pearson Correlation	,330	,261	,544**
	Sig. (2-tailed)	,075	,164	,002
	N	30	30	30
Soal_16	Pearson Correlation	,134	,874**	,535**
	Sig. (2-tailed)	,481	,000	,002
	N	30	30	30
Soal_17	Pearson Correlation	,071	,279	,558**
	Sig. (2-tailed)	,708	,136	,001
	N	30	30	30
Soal_18	Pearson Correlation	,134	,874**	,382*
	Sig. (2-tailed)	,481	,000	,037
	N	30	30	30
Soal_19	Pearson Correlation	1	,126	,590**
	Sig. (2-tailed)		,508	,001
	N	30	30	30
Soal_20	Pearson Correlation	,126	1	,525**
	Sig. (2-tailed)	,508		,003
	N	30	30	30
Total	Pearson Correlation	,590**	,525**	1
	Sig. (2-tailed)	,001	,003	
	N	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table Validity of the Reading Comprehension Test Items

Number of Item	**Pearson Correlation**	**Sig. (2-tailed)**	**r-table ($\alpha = 5\%$**	**validity**	**Interpretation**
Soal 1	0,554	0,001	0,361	Valid	Moderate
Soal 2	0,552	0,002		Valid	Moderate
Soal 3	0,458	0,011		Valid	Moderate
Soal 4	0,558	0,001		Valid	Moderate
Soal 5	0,525	0,003		Valid	Moderate
Soal 6	0,661	0,000		Valid	Strong
Soal 7	0,615	0,000		Valid	Strong
Soal 8	0,553	0,002		Valid	Moderate
Soal 9	0,415	0,023		Valid	Moderate
Soal 10	0,580	0,001		Valid	Moderate
Soal 11	0,696	0,000		Valid	Strong
Soal 12	0,394	0,031		Valid	Weak
Soal 13	0,443	0,014		Valid	Moderate
Soal 14	0,535	0,002		Valid	Moderate
Soal 15	0,544	0,002		Valid	Moderate
Soal 16	0,535	0,002		Valid	Moderate
Soal 17	0,558	0,001		Valid	Moderate
Soal 18	0,382	0,037		Valid	Weak
Soal 19	0,590	0,001		Valid	Moderate
Soal 20	0,525	0,003		Valid	Moderate

APPENDIX 14

Reliability of Instruments Reading Test

Reliability Statistics

Cronbach's Alpha	N of Items
,897	20

Based on these results, it can be concluded that the Reading Comprehension Test used in this research was **reliable**, as the Cronbach's Alpha coefficient was **0.897**, which was higher than the minimum reliability coefficient of **0.60** proposed by Sugiyono (2019). Therefore, the test could be considered a consistent and reliable instrument for measuring students' reading comprehension ability.

APPENDIX 15

Table Tabulation Data of Digital Multitasking Questionnaire

Nama	Item jawaban Questionnaire																	Total score
	I1	I3	I4	I5	I6	I8	I9	I11	I12	I13	I14	I15	I16	I17	I18	I19	I20	
AD	3	2	4	3	2	3	5	2	2	2	2	2	3	4	5	3	5	52
AL	4	4	5	2	2	5	4	4	1	1	5	5	1	5	1	2	5	56
AR	4	2	4	3	4	4	5	1	1	3	4	4	3	3	3	3	3	54
AS	3	4	3	2	2	3	4	3	2	3	3	3	3	3	4	3	3	51
AU	4	3	4	3	3	3	4	4	2	2	2	3	3	3	3	4	3	53
DA	4	1	2	1	1	4	4	1	1	1	1	1	4	2	2	1	4	35
FA	3	3	3	3	1	1	1	5	1	1	3	1	4	3	1	1	4	39
FA	2	1	3	2	2	4	3	2	1	1	1	1	4	2	3	3	2	37
FR	2	1	3	2	2	4	3	2	1	1	1	1	4	2	2	3	2	36
GO	2	1	1	3	1	3	3	1	1	1	1	1	2	1	1	1	3	27
HA	3	2	3	5	5	5	4	2	1	2	2	2	3	2	3	2	3	49
HE	2	2	2	2	2	3	3	1	1	2	2	1	3	2	3	1	3	35
LA	1	1	2	3	2	2	3	1	4	1	1	3	3	3	1	1	3	35
LA	2	1	1	1	2	4	2	2	1	2	2	1	4	3	2	2	3	35
MA	3	2	4	4	4	5	3	2	1	1	2	1	5	2	1	3	2	45
MU	3	3	3	3	3	3	3	2	3	3	2	3	2	3	3	3	3	48
MF	3	2	2	2	2	3	3	2	1	2	2	1	2	2	1	1	2	33
MG	4	3	3	3	1	4	5	4	3	3	3	3	4	4	3	3	4	57
MR	2	2	3	3	3	3	3	2	2	3	2	2	3	2	2	3	2	42
NU	2	4	2	2	2	3	3	2	3	3	2	3	3	2	3	2	2	43
NS	3	2	2	2	2	3	3	2	4	3	2	3	3	4	3	3	3	47
NS	4	3	4	2	2	4	4	2	4	2	4	2	2	4	2	2	2	49
RG	1	2	4	2	2	1	3	1	1	3	1	1	3	4	3	1	2	35
RF	2	2	2	3	2	3	4	3	2	1	2	1	4	3	3	2	2	41
RA	3	2	3	4	3	4	3	1	4	4	2	1	5	2	1	1	1	44
RA	3	1	3	3	2	3	2	2	1	2	3	1	2	4	4	2	3	41
SO	2	2	2	4	3	2	4	1	1	2	2	1	2	2	2	2	2	36
SL	4	2	4	1	2	1	3	2	5	3	2	2	4	4	2	2	5	48
TA	2	1	1	2	2	3	3	2	1	1	1	2	1	2	2	2	3	31
YO	3	1	2	2	1	3	3	1	2	1	2	1	2	2	3	3	3	35
AT	3	3	2	2	2	3	3	2	1	2	1	2	2	1	1	2	4	36
AN	3	1	3	3	4	3	4	1	1	1	1	1	3	3	1	1	1	35
AG	3	1	3	2	2	2	5	1	1	2	3	3	5	4	4	4	5	50
AA	3	2	2	2	3	4	4	3	4	2	3	2	2	2	2	3	2	45
AG	3	2	3	3	2	4	4	3	2	3	2	2	4	3	2	3	2	47
AP	4	2	2	4	3	3	3	3	1	1	3	3	5	3	4	2	5	51
AL	3	1	3	2	2	2	5	1	1	2	3	3	5	4	4	4	5	50
DF	5	3	4	2	2	4	4	1	1	3	3	4	3	3	4	4	4	54
FP	3	1	2	2	2	3	4	1	1	2	1	2	5	2	4	3	2	40
FF	3	2	4	1	3	4	3	4	1	4	1	1	4	1	3	3	1	43
FA	3	4	3	2	2	2	4	3	4	3	4	3	5	2	4	3	3	54
FM	1	4	4	2	1	2	4	2	5	2	3	3	2	3	5	5	4	52
HP	2	1	3	4	4	4	3	1	3	1	3	2	4	2	4	2	3	46
HS	3	1	2	2	2	3	4	1	1	2	1	3	5	2	4	4	5	45
HM	3	1	1	3	2	3	3	1	1	2	2	1	3	1	1	1	3	32
IQ	3	1	1	3	3	4	4	1	4	1	2	1	4	3	3	2	4	44
LR	3	1	1	3	3	4	4	1	4	1	2	1	3	2	2	2	4	41
AD	3	2	3	2	3	2	3	4	1	5	3	2	5	4	4	4	5	55
KA	1	1	3	1	2	3	3	1	1	1	1	1	3	3	1	1	5	32
MH	2	1	1	2	3	4	5	3	1	1	1	1	2	2	1	1	2	33
NE	2	1	3	4	4	4	3	1	3	1	3	2	4	2	4	2	3	46
NJ	3	1	3	3	4	3	4	1	1	1	1	3	1	2	2	1	1	35
NP	2	3	2	3	1	4	3	2	3	3	3	3	4	4	4	3	3	50

RA	3	1	3	3	4	3	4	1	1	1	1	1	2	3	1	2	1	35
RM	1	1	4	3	2	3	3	1	3	1	1	2	1	2	3	3	2	36
RS	1	1	3	2	3	3	4	3	1	1	3	3	1	3	3	1	1	37
RA	3	2	2	3	3	3	4	2	1	1	1	1	2	2	4	2	3	39
SO	3	2	3	2	2	3	3	2	1	1	2	2	2	2	1	2	1	34
ST	3	2	2	3	3	2	4	2	3	2	1	3	1	2	4	2	3	42
TH	5	2	4	2	2	4	4	4	5	4	3	4	2	5	3	4	4	61
AJ	3	3	2	3	1	2	5	2	1	1	4	2	3	2	1	3	3	41
AS	4	2	3	3	3	3	3	3	2	3	4	4	5	4	5	5	3	59
AF	4	4	5	2	2	4	4	1	1	4	2	4	4	4	4	4	4	57
AR	3	3	3	4	4	2	4	2	5	4	4	3	4	2	2	2	5	56
AD	4	4	3	3	3	4	4	1	1	1	1	1	2	2	3	2	3	42
AR	3	1	3	2	3	4	3	3	1	2	2	3	3	2	2	2	1	40
BA	4	3	3	3	4	2	5	2	3	1	2	3	4	4	5	3	4	55
DP	4	3	4	4	3	3	4	4	3	3	3	3	4	4	4	3	2	58
FA	4	2	5	3	4	5	5	2	2	4	4	3	5	5	3	4	5	65
FR	4	3	4	3	3	4	4	1	1	1	1	1	2	2	3	3	3	43
GS	2	2	2	3	3	4	3	1	2	3	3	1	3	1	2	1	3	39
HF	4	2	4	3	3	4	4	4	3	3	3	3	3	4	3	4	4	58
HC	2	2	2	2	1	1	2	2	1	1	1	1	2	2	1	1	2	26
HP	4	3	4	4	3	4	4	3	5	3	3	4	4	4	4	3	4	63
IM	3	3	3	4	3	4	4	3	3	3	3	3	3	3	2	3	3	53
IP	3	3	4	3	3	4	4	3	4	4	3	3	4	2	1	1	4	53
KZ	4	3	3	3	4	3	3	2	5	2	3	3	3	4	4	3	5	57
LS	4	2	1	2	2	2	2	2	3	3	2	2	4	4	2	3	2	42
MR	2	3	3	4	3	3	4	3	4	4	3	4	3	1	1	4	2	51
MA	4	2	5	3	3	4	3	4	2	3	3	4	3	4	4	3	3	57
NW	4	3	4	3	3	3	5	3	3	1	2	3	4	4	5	4	4	58
NI	4	3	3	3	4	2	5	2	4	3	3	3	3	4	4	4	3	57
NY	3	1	4	3	3	4	4	2	4	4	3	3	3	3	4	4	5	57
NH	3	1	2	2	3	5	4	1	1	2	3	1	4	3	1	1	3	40
PA	3	2	4	3	3	4	4	2	1	4	4	2	3	2	1	2	3	47
RO	5	3	5	1	1	2	5	5	5	1	2	1	5	5	5	5	5	61
RA	3	2	1	3	1	4	4	2	1	2	3	3	4	2	1	1	4	41
RE	5	3	4	1	1	5	3	1	3	1	2	1	3	4	4	4	2	47
SS	5	3	4	4	3	3	4	4	2	2	3	2	4	3	3	4	2	55
TS	4	2	1	1	2	2	2	2	3	3	2	2	4	4	2	3	2	41
ZS	3	3	3	3	3	4	4	3	1	2	2	2	3	3	1	1	4	45

APPENDIX 16

Table Tabulation Data of Reading Comprehension Test

Nama	Answers to Reading comprehension test questions																				Correct	Reading score
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20		
AD	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	17	85
AL	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	16	80
AR	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	14	70
AS	1	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	0	1	14	70
AU	1	1	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	1	0	8	40
DA	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	5	25
FA	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	15	75
FA	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
FR	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	85
GO	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	16	80
HA	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	15	75
HE	1	1	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	1	0	0	11	55
LA	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	13	65
LA	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	13	65
MA	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	9	45
MU	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	6	30
MF	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	4	20
MG	1	1	0	0	0	1	1	0	0	0	0	0	1	1	0	1	0	0	1	0	8	40
MR	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	0	1	0	0	0	11	55
NU	1	1	0	0	0	1	1	1	0	1	0	0	1	0	0	0	1	0	0	1	9	45
NS	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	3	15
NS	1	1	1	1	0	1	1	0	0	0	1	1	0	0	0	1	0	1	1	0	11	55
RG	0	0	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	6	30
RF	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	7	35
RA	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	0	1	0	7	35
RA	1	1	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	6	30
SO	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	1	1	0	0	0	11	55
SL	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4	20
TA	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	13	65
YO	1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	0	0	0	0	1	10	50
AT	1		1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	0	11	55
AN	0	0	0	1	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	0	9	45
AG	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	10
AA	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	0	0	1	0	11	55
AG	0	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	5	25
AP	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	12	60
AL	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	5	25
DF	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	15	75
FP	0	0	0	1	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1		10	50
FF	0	0	0	0	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	0	7	35
FA	1	1	1	1	1	0	0	1	1	0	1	1	1	0	0	0	1	1	1	0	13	65
FM	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	5	25
HP	1	1	0	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	7	35
HS	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	15	75
HM	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	2	10
IQ	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	11	55
LR	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	8	40
AD	1	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	14	70
KA	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	10	50
MH	0	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	6	30

NE	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	16	80
NJ	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	6	30
NP	1	1	0	1	0	1	0	1	1	1	0	0	0	0	0	1	0	1	0	0	9	45
RA	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	13	65
RM	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	8	40
RS	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	6	30
RA	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	8	40
SO	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	7	35
ST	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	14	70
TH	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	9	45
AJ	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	16	80
AS	0	0	1	0	0	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	7	35
AF	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	14	70
AR	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	14	70
AD	0	0	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	12	60
AR	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	7	35
BA	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	1	13	65
DP	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	12	60
FA	0	0	0	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	10	50
FR	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	15	75
GS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	95
HF	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	6	30
HC	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	17	85
HP	1	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	7	35
IM	0	1	0	1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	0	0	9	45
IP	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	7	35

KZ	1	1	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	6	30
LS	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	13	65
MR	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	1	0	0	6	30
MA	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	20
NW	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	0	13	65
NI	1	1	1	1	1	0	0	0	0	1	0	0	0	0	1	1	1	1	0	0	10	50
NY	0	0	1	0	0	0	0	1	1	1	0	1	0	1	1	1	0	0	0	0	8	40
NH	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	17	85
PA	1	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	1	1	10	50
RO	1	1	0	1	0	0	0	1	1	1	1	0	0	1	1	1	0	0	1	1	12	60
RA	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	9	45
RE	1	1	0	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	0	0	10	50
SS	0	1	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	8	40
TS	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	13	65
ZS	0	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	8	40

APPENDIX 17

Table of Students High Multitasking and their Reading Comprehension Scores

No	Name	Questionnaire Score	Category	Reading Score
1	FAIZAH AGLUNA	65	High	50
2	HENDRI PRASETIYO	63	High	35
3	TAUFIK NIRHIDAYAT	61	High	45
4	RAIZA OKTAVIANI	61	High	60
5	AMELIA SEPRIANI PUTRI	59	High	35
6	DIVA PUSPITA SARI	58	High	60
7	HAMDA FILCANI	58	High	30
8	NAJWA WAHYULA	58	High	65
9	MUHAMMAD GIVEL	57	High	40
10	ANANDA FHATTAN	57	High	70
11	KIKI ZULFARIDA	57	High	30
12	M. ALZHOFY NADIVO	57	High	20
13	NATASYA ISTI	57	High	50
14	NOBEL YANO	57	High	40
15	AL FATRA	56	High	60
16	ARGOZALI RAMADHAN	56	High	70
17	M. ALIEF DERMAWAN	55	High	70
18	BINTANG AINUN AZIZI	55	High	65
19	SERIN SEPTI YASMI	55	High	40
20	ARIEL ISKANDAR	54	High	50
21	DEO FAUZIL ADHIM	54	High	75
22	FIRZA ARIYANTI	54	High	65
23	AURA ANGGRAINI	53	High	40
24	IFKIA MEYDIVA GHOZI	53	High	45
25	IRFANSYAH PRATAMA	53	High	35
26	ADINDA RAHMA	52	High	65
27	FURKI MELANDRI	52	High	25
28	ASYIFAH NUR AINI	51	High	60
29	ARYA PUTRA PRATAMA	51	High	60
30	MUHAMAD ROBIL	51	High	30
31	AMELDA GUSTINA	50	High	10
32	AURA PUTRI LESTARI	50	High	25
33	NOVTAVIA PUTRI	50	High	45
34	HAFAZA HUSSADA	49	High	75
35	NOVITA SALSABILA	49	High	55
36	MUHAMMAD FARDHAN	48	High	30

37	SUGINOTO LASE	48	High	20
38	PUTRI ADINDA	48	High	50
39	RISKA ELLIANI	47	High	50
40	NOVERIANDI SAPUTRA	47	High	15
41	ARLAN GIO NASRUL	47	High	25
42	HAINI PUTRI YANTI	46	High	35
43	NAIMA EDILA PUTRI	46	High	80
44	MARISSA PUTRI	46	High	45
45	ANGGITA ANANDIRA	46	High	55
46	HANIFA SYAKINA	46	High	75

The High Digital Multitasking Group consisted of **46** students.

The average (mean) reading comprehension score was **47.28**,

with the highest score of **80** and the lowest score of **10**.

APPENDIX 18

Table of Students Low Multitasking and their Reading Comprehension Scores

No	Name	Questionnaire Score	Category	Reading Score
1	ZELDA SAFITRI	45	Low	40
2	RANGGI ANDESTA	44	Low	35
3	INAYAH QUR'ANI	44	Low	55
4	NABILA UNGGANI	43	Low	45
5	FATIR FEBRIANDA	43	Low	35
6	FELDO RIADI	43	Low	75
7	MUHAMMAD RADIT	42	Low	55
8	SYAFWA TUL RAHMA	42	Low	70
9	AYDIL ADRYO	42	Low	60
10	LYLA SEPRINA	42	Low	65
11	RAHMAD FAKHIRA	41	Low	35
12	RASMA	41	Low	30
13	LUKFIA RAMADANI	41	Low	40
14	ALAN JULIANDO	41	Low	80
15	RIDATUL AKBAR	41	Low	45
16	TIARA SAPRIANI	41	Low	65
17	FANIA RAHMA PUTRI	40	Low	50
18	AZAKY RIFKI RAFLI	40	Low	35
19	NUR HALIZA	40	Low	85
20	FAHBYAN BASMAN	39	Low	75
21	REVAN ANGGARA	39	Low	40
22	GAPIN SATRIYA	39	Low	95
23	FATIA RAMADHANI	37	Low	90
24	REVALDI SAPUTRA	37	Low	30
25	FRITA TRIAYU	36	Low	85
26	SELLA OKTAMIA SAFITRI	36	Low	55
27	AKBAR TRIVANNO	36	Low	60
28	RAHMAT MUZAWIR	36	Low	40
29	DANDI REVANZA	35	Low	25
30	HELENDRI KHAIRUNISA	35	Low	55
31	LAFI FATHIA MAHDONI	35	Low	65
32	LATHIF ALZIKRI	35	Low	65
33	RAGIFO GUNAWAN	35	Low	30
34	YULLI ONGGRAINI	35	Low	50
35	ALVIA NOLA	35	Low	45
36	NAYLA JULIANA PUTRI	35	Low	30

37	RAHMA AULIA PUTRI	35	Low	65
38	SELLI OKTAVIA SAFITRI	34	Low	35
39	MUHAMMAD FERLY	33	Low	20
40	MUHAMAD HAIRAN	33	Low	30
41	HASBI MAULANA	32	Low	10
42	M. KENZI ADINATA	32	Low	50
43	TASYA AFRIDA	31	Low	65
44	GOVI MEIGRESTA PUTRI	27	Low	80
45	HANISA CINTA PAMA	26	Low	85

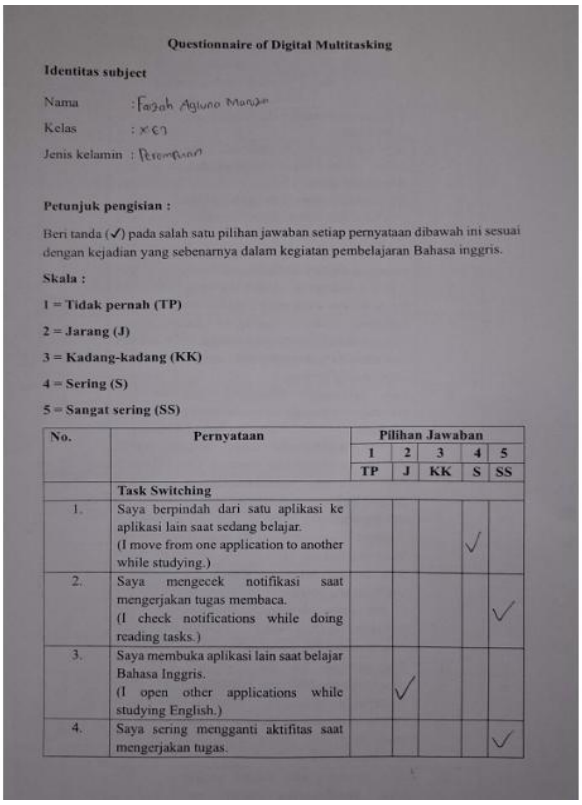
The Low Digital Multitasking Group consisted of **45** students.

The average (mean) reading comprehension score was **52.78**,

with the highest score of **95** and the lowest score of **10**.

APPENDIX 19

Samples of High Digital Multitasking Students Questionnaire and Reading Test



Questionnaire of Digital Multitasking

Identitas subject

Nama : Farjah Agung Manja

Kelas : X C1

Jenis kelamin : Perempuan

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

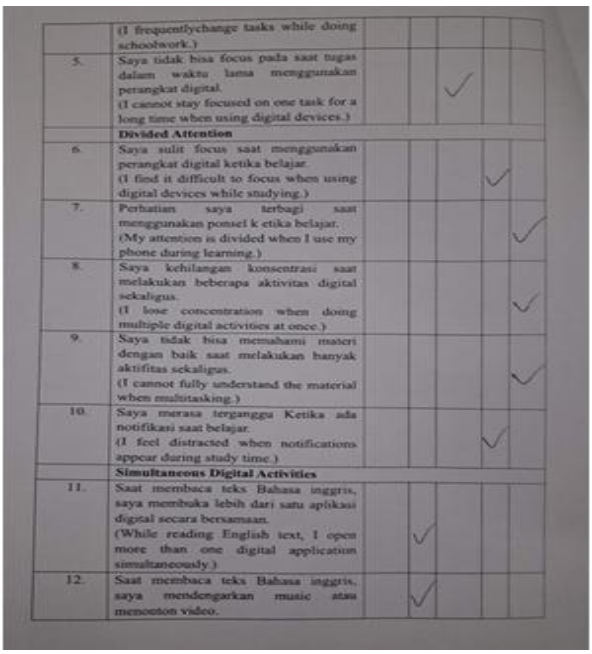
2 = Jarang (J)

3 = Kadang-kadang (KK)

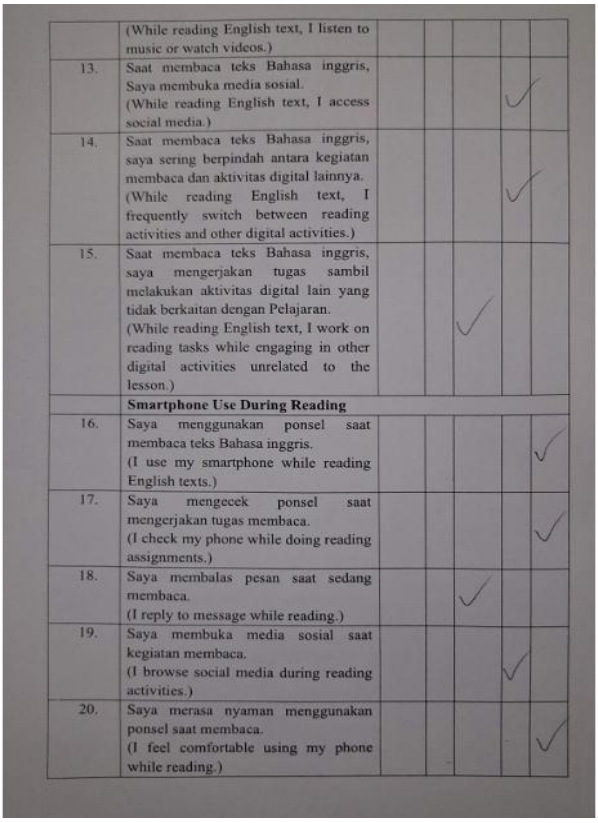
4 = Sering (S)

5 = Sangat sering (SS)

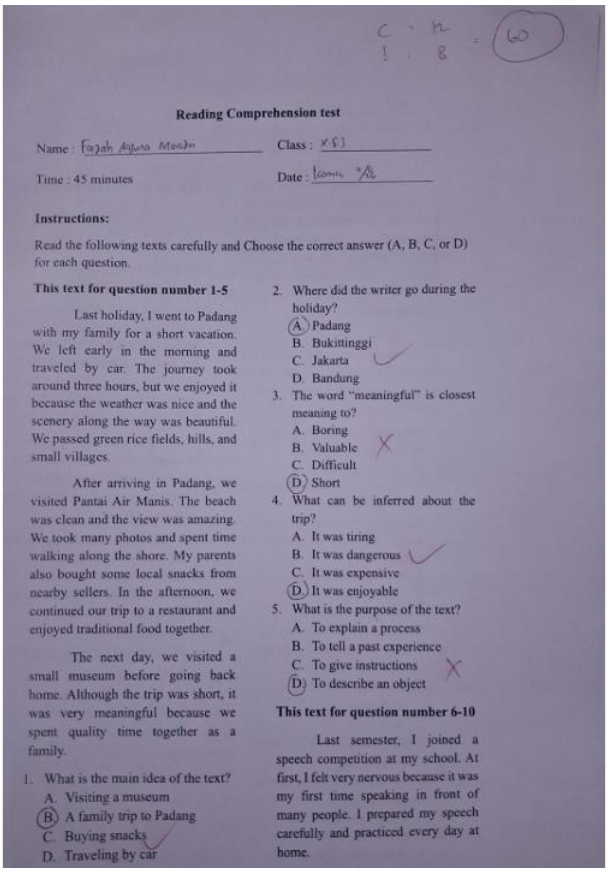
No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)				✓	
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)					✓
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)		✓			
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.					✓



	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)			✓		
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)				✓	
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)					✓
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)					✓
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)					✓
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)				✓	
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)		✓			
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.		✓			



	(While reading English text, I listen to music or watch videos.)					
13.	Saat membaca teks Bahasa inggris, Saya membuka media sosial. (While reading English text, I access social media.)				✓	
14.	Saat membaca teks Bahasa inggris, saya sering berpindah antara kegiatan membaca dan aktivitas digital lainnya. (While reading English text, I frequently switch between reading activities and other digital activities.)				✓	
15.	Saat membaca teks Bahasa inggris, saya mengerjakan tugas sambil melakukan aktivitas digital lain yang tidak berkaitan dengan Pelajaran. (While reading English text, I work on reading tasks while engaging in other digital activities unrelated to the lesson.)			✓		
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)					✓
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)					✓
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)			✓		
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)				✓	
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)					✓



Reading Comprehension test

Name : Fajah Aqtuna Maadn Class : X 8 J

Time : 45 minutes Date : Kamis 9/6

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

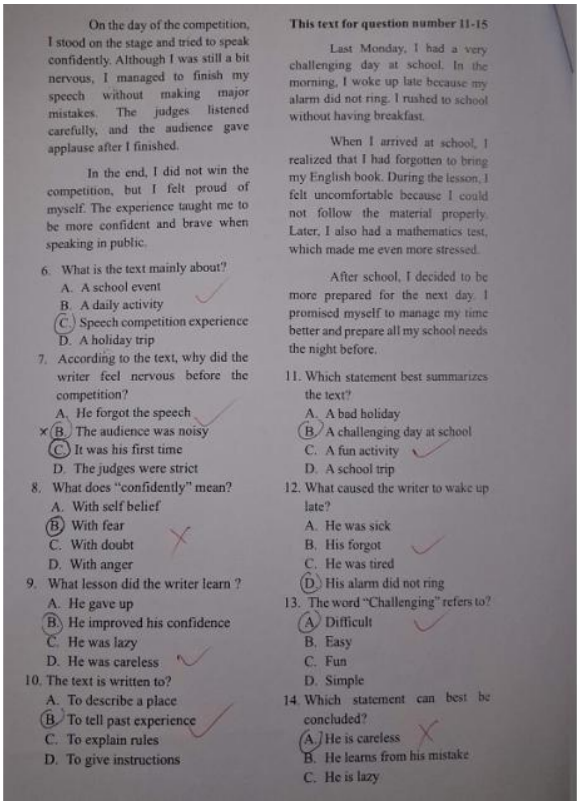
After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   (B) A family trip to Padang
   C. Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   (A) Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word "meaningful" is closest meaning to?
   A. Boring
   B. Valuable
   C. Difficult
   (D) Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   (D) It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   B. To tell a past experience
   C. To give instructions
   (D) To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.



On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
    A. To describe a place
    B. To tell past experience
    C. To explain rules
    D. To give instructions

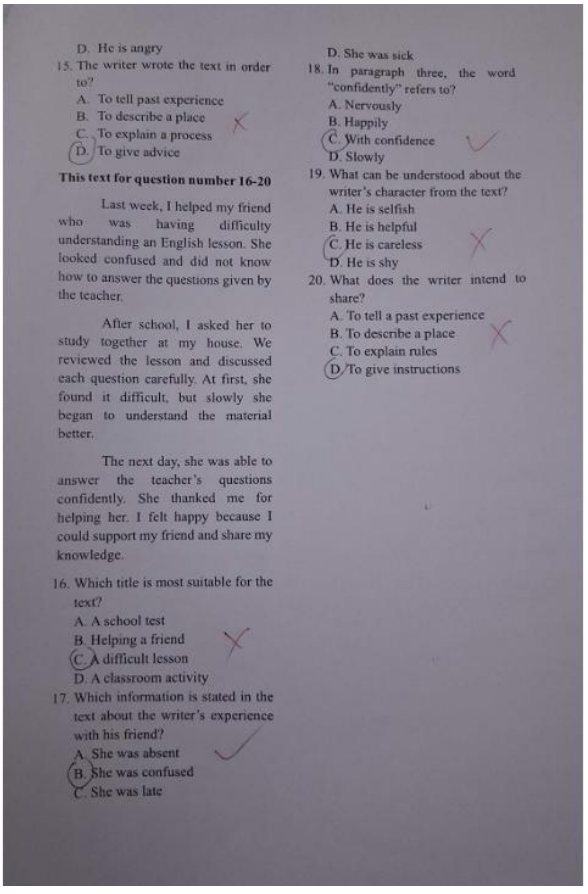
This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
    A. A bad holiday
    B. A challenging day at school
    C. A fun activity
    D. A school trip
12. What caused the writer to wake up late?
    A. He was sick
    B. His forgot
    C. He was tired
    D. His alarm did not ring
13. The word "Challenging" refers to?
    A. Difficult
    B. Easy
    C. Fun
    D. Simple
14. Which statement can best be concluded?
    A. He is careless
    B. He learns from his mistake
    C. He is lazy



D. He is angry

15. The writer wrote the text in order to?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

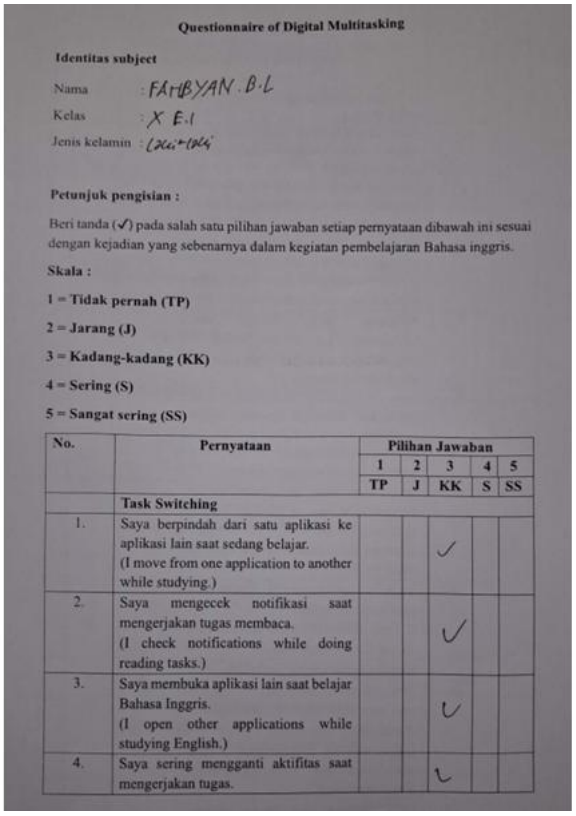
This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What does the writer intend to share?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions



Questionnaire of Digital Multitasking

Identitas subject

Nama : FAHBYAN. B.L

Kelas : X E.1

Jenis kelamin : LAKI-LAKI

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

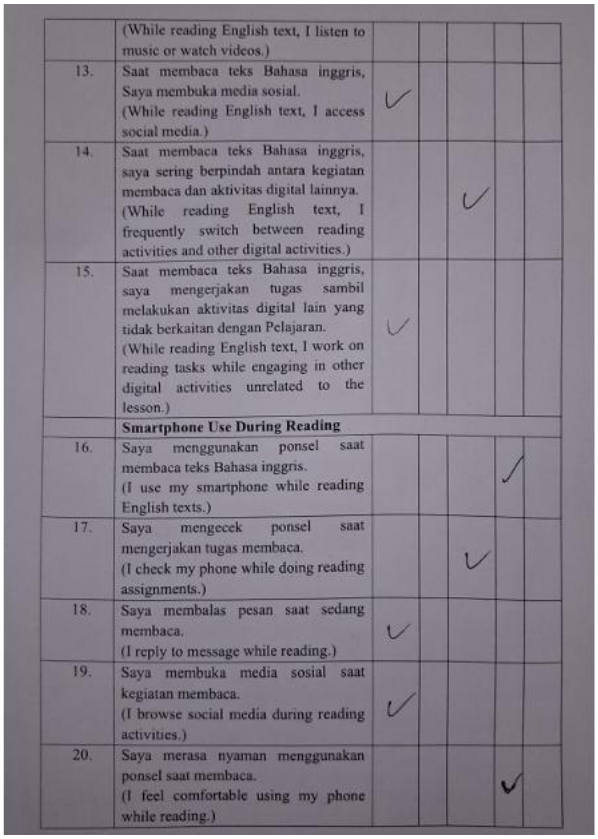
2 = Jarang (J)

3 = Kadang-kadang (KK)

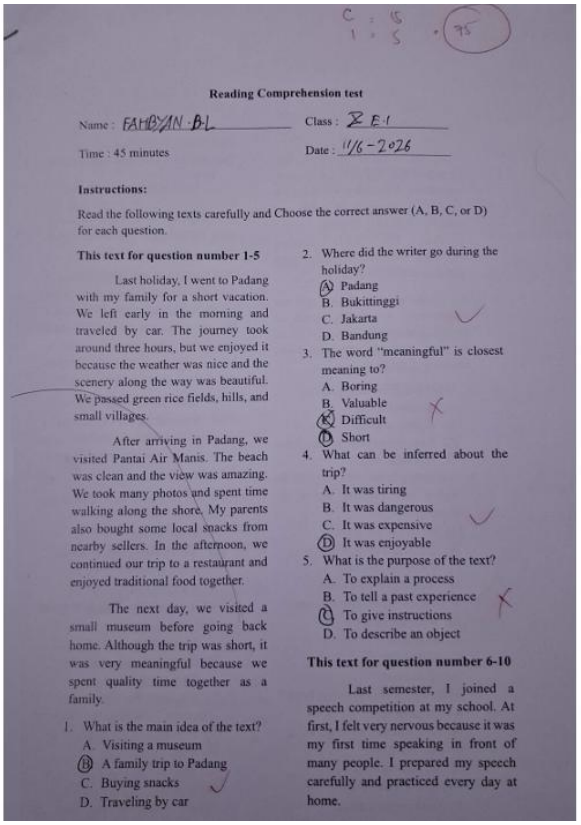
4 = Sering (S)

5 = Sangat sering (SS)

No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)			✓		
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)			✓		
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)			✓		
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.			✓		
	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)			✓		
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)	✓				
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)		✓			
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)	✓				
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)	✓				
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)	✓				
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)					✓
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.	✓				



	(While reading English text, I listen to music or watch videos.)					
13.	Saat membaca teks Bahasa inggris, Saya membuka media sosial. (While reading English text, I access social media.)	✓				
14.	Saat membaca teks Bahasa inggris, saya sering berpindah antara kegiatan membaca dan aktivitas digital lainnya. (While reading English text, I frequently switch between reading activities and other digital activities.)			✓		
15.	Saat membaca teks Bahasa inggris, saya mengerjakan tugas sambil melakukan aktivitas digital lain yang tidak berkaitan dengan Pelajaran. (While reading English text, I work on reading tasks while engaging in other digital activities unrelated to the lesson.)	✓				
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)				✓	
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)			✓		
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)	✓				
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)	✓				
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)				✓	



C : 15
I : 5
75

Reading Comprehension test

Name : FAHRYAN BL Class : X E 1

Time : 45 minutes Date : 11/6-2026

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   (B) A family trip to Padang
   C. Buying snacks
   D. Traveling by car

2. Where did the writer go during the holiday?
   (A) Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung

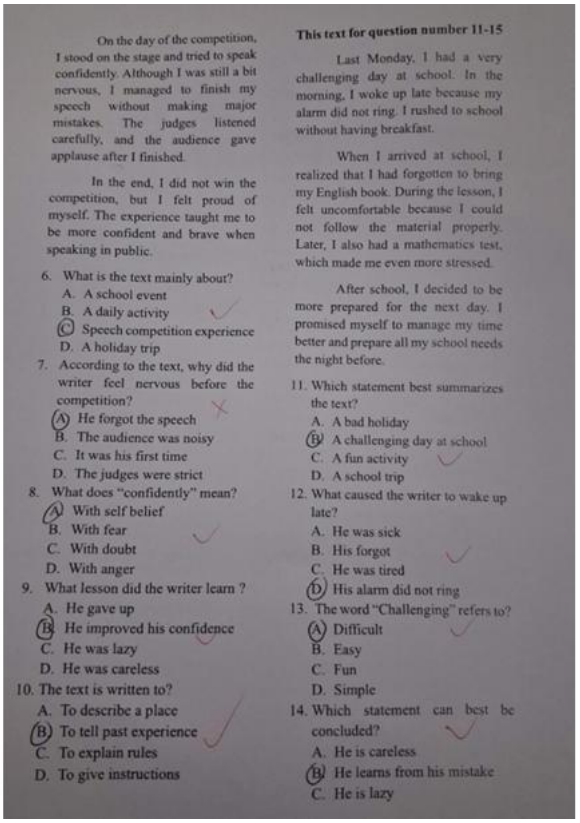
3. The word "meaningful" is closest meaning to?
   A. Boring
   B. Valuable
   (C) Difficult
   (D) Short

4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   (D) It was enjoyable

5. What is the purpose of the text?
   A. To explain a process
   B. To tell a past experience
   (C) To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.



On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
    A. To describe a place
    B. To tell past experience
    C. To explain rules
    D. To give instructions

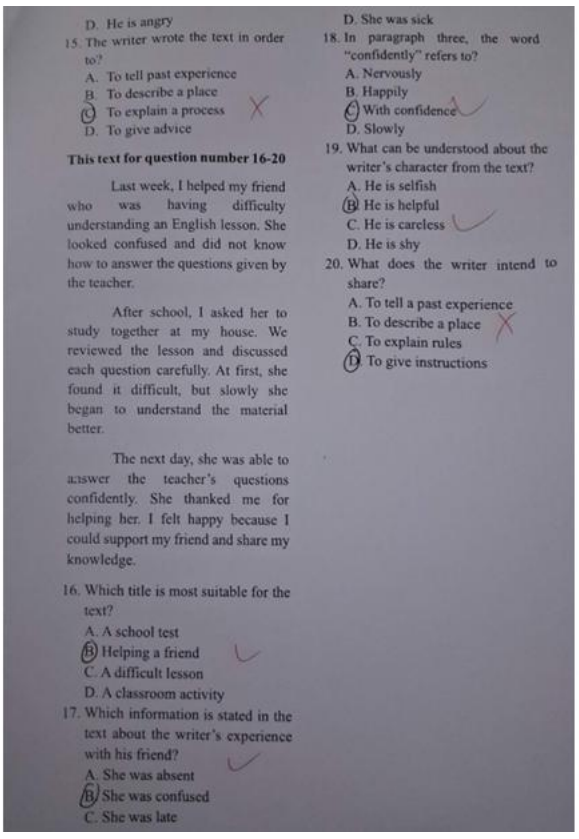
This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
    A. A bad holiday
    B. A challenging day at school
    C. A fun activity
    D. A school trip
12. What caused the writer to wake up late?
    A. He was sick
    B. His forgot
    C. He was tired
    D. His alarm did not ring
13. The word "Challenging" refers to?
    A. Difficult
    B. Easy
    C. Fun
    D. Simple
14. Which statement can best be concluded?
    A. He is careless
    B. He learns from his mistake
    C. He is lazy



D. He is angry

15. The writer wrote the text in order to?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

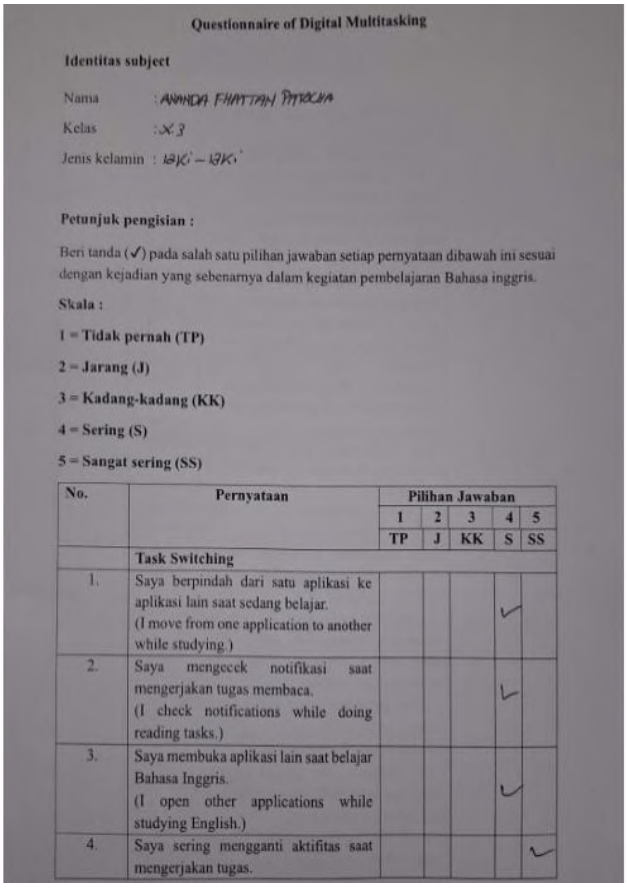
This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What does the writer intend to share?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions



Questionnaire of Digital Multitasking

Identitas subject

Nama : ANANDA FHATTAN PRYOCHA

Kelas : X 3

Jenis kelamin : ~~L/P~~ – ~~L/P~~

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

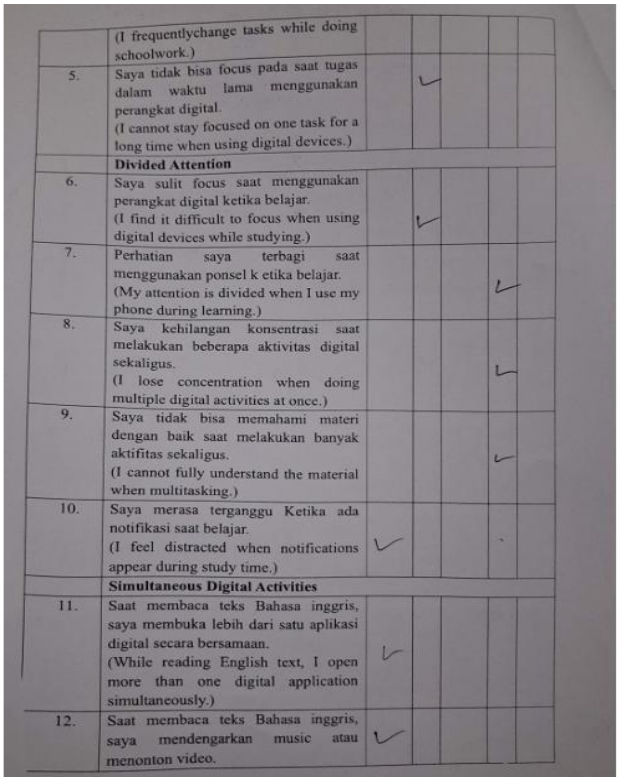
2 = Jarang (J)

3 = Kadang-kadang (KK)

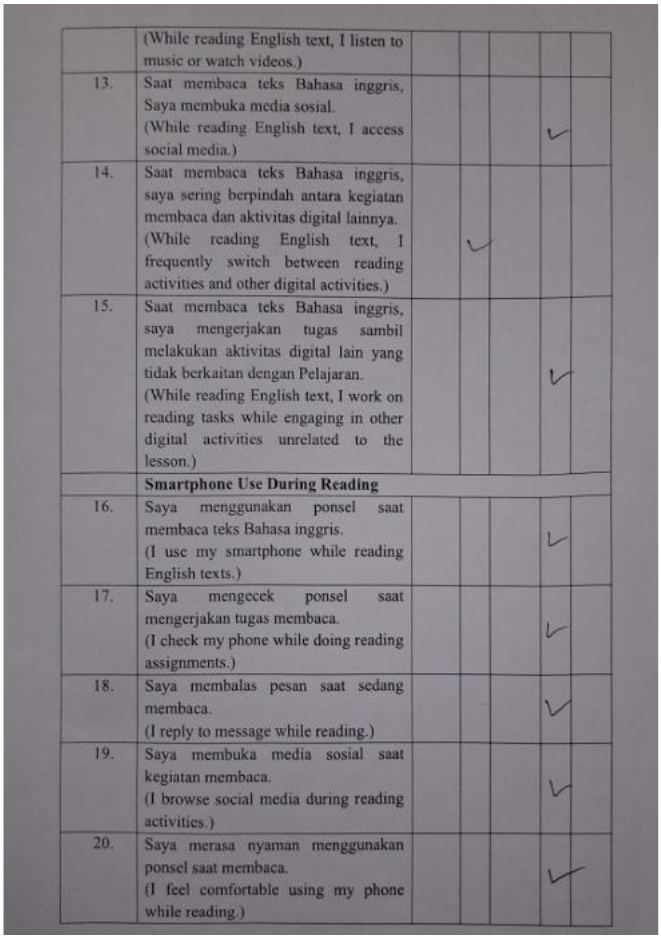
4 = Sering (S)

5 = Sangat sering (SS)

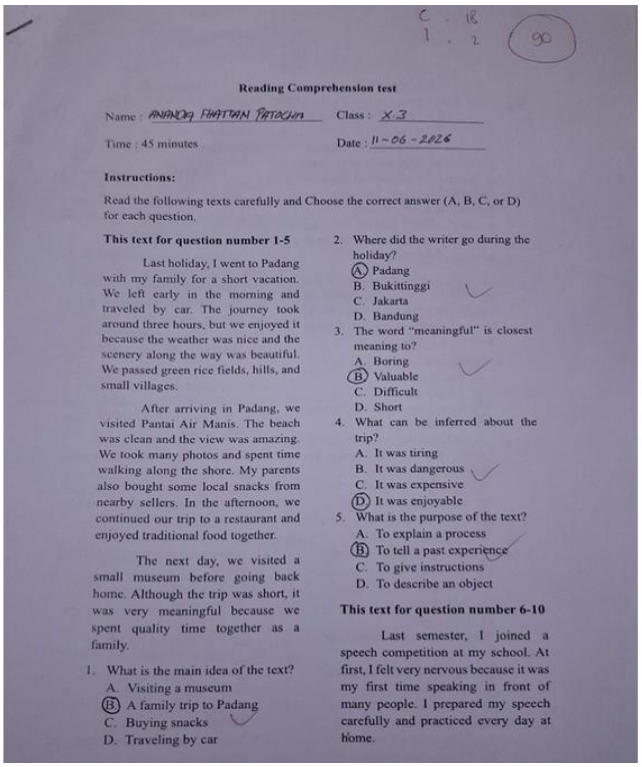
No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)				✓	
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)				✓	
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)				✓	
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.					✓



	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)		✓			
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)		✓			
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)				✓	
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)				✓	
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)				✓	
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)	✓				
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)	✓				
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.	✓				



	(While reading English text, I listen to music or watch videos.)					
13.	Saat membaca teks Bahasa inggris, Saya membuka media sosial. (While reading English text, I access social media.)				✓	
14.	Saat membaca teks Bahasa inggris, saya sering berpindah antara kegiatan membaca dan aktivitas digital lainnya. (While reading English text, I frequently switch between reading activities and other digital activities.)		✓			
15.	Saat membaca teks Bahasa inggris, saya mengerjakan tugas sambil melakukan aktivitas digital lain yang tidak berkaitan dengan Pelajaran. (While reading English text, I work on reading tasks while engaging in other digital activities unrelated to the lesson.)				✓	
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)				✓	
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)				✓	
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)				✓	
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)				✓	
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)				✓	



C : IR
1 . 2
90

Reading Comprehension test

Name : ANANDA FIHATAN PRATAMA Class : X.3

Time : 45 minutes Date : 11-06-2026

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

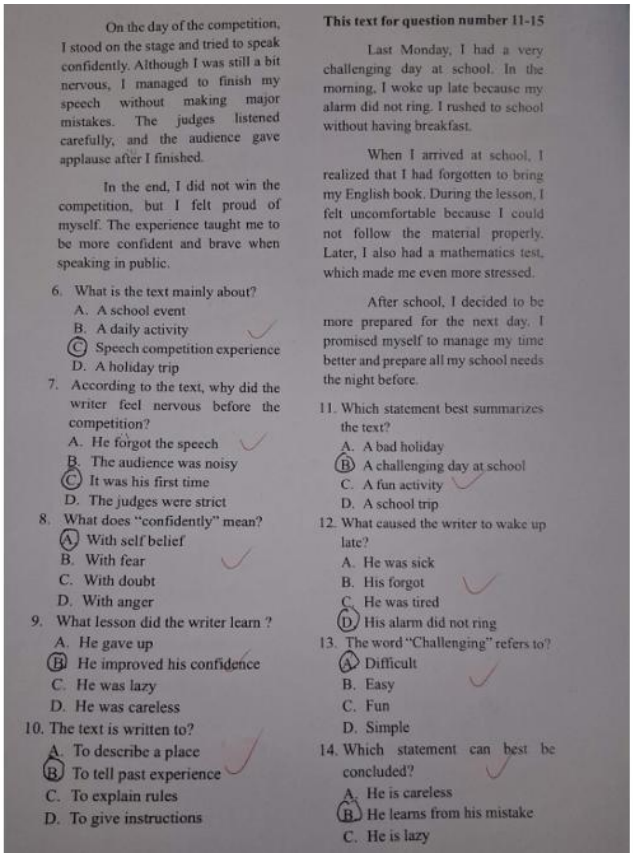
After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   (B) A family trip to Padang
   C. Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   (A) Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word "meaningful" is closest meaning to?
   A. Boring
   (B) Valuable
   C. Difficult
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   (D) It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   (B) To tell a past experience
   C. To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.



On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
    A. To describe a place
    B. To tell past experience
    C. To explain rules
    D. To give instructions

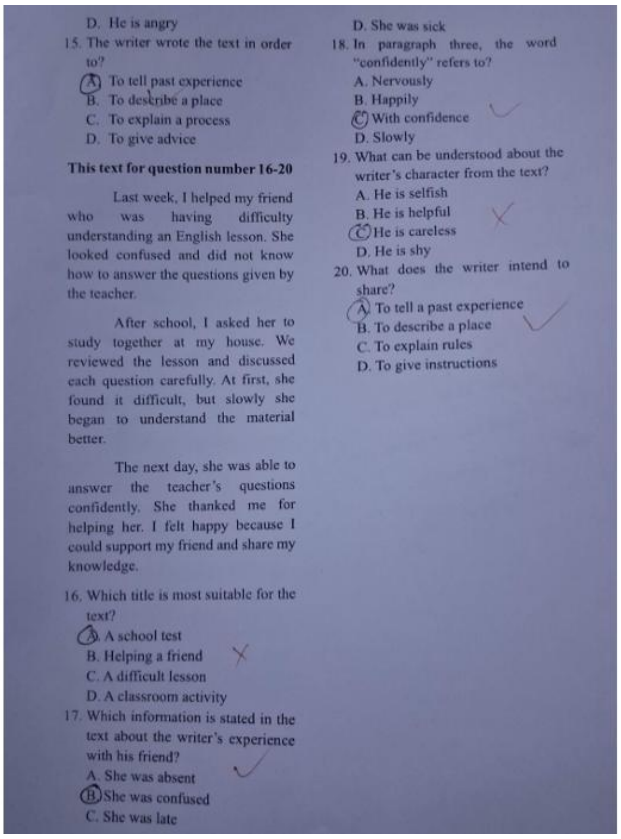
This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
    A. A bad holiday
    B. A challenging day at school
    C. A fun activity
    D. A school trip
12. What caused the writer to wake up late?
    A. He was sick
    B. His forgot
    C. He was tired
    D. His alarm did not ring
13. The word "Challenging" refers to?
    A. Difficult
    B. Easy
    C. Fun
    D. Simple
14. Which statement can best be concluded?
    A. He is careless
    B. He learns from his mistake
    C. He is lazy



D. He is angry

15. The writer wrote the text in order to?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

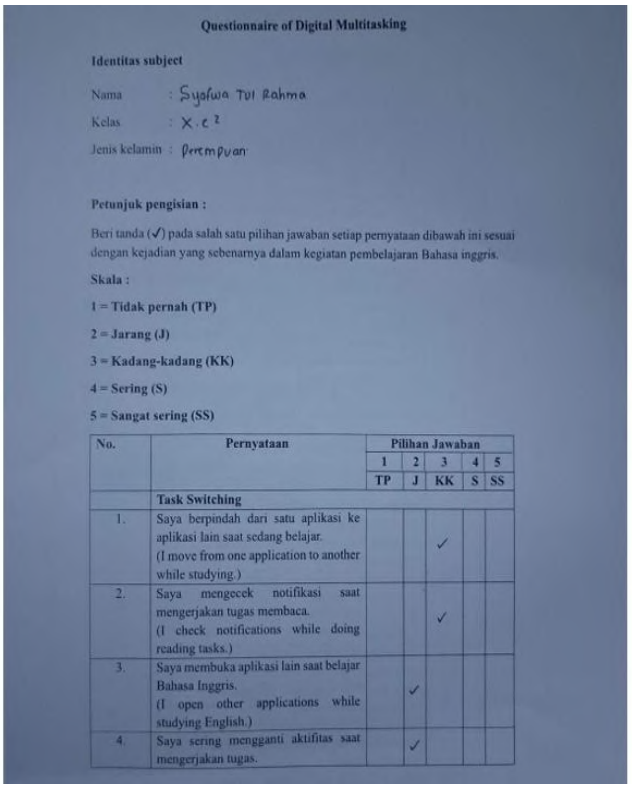
After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What does the writer intend to share?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions

APPENDIX 20

Samples of Low Digital Multitasking Students Questionnaire and Reading Test



Questionnaire of Digital Multitasking

Identitas subject

Nama : Syafwa Tul Rahma

Kelas : X.C 2

Jenis kelamin : Perempuan

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

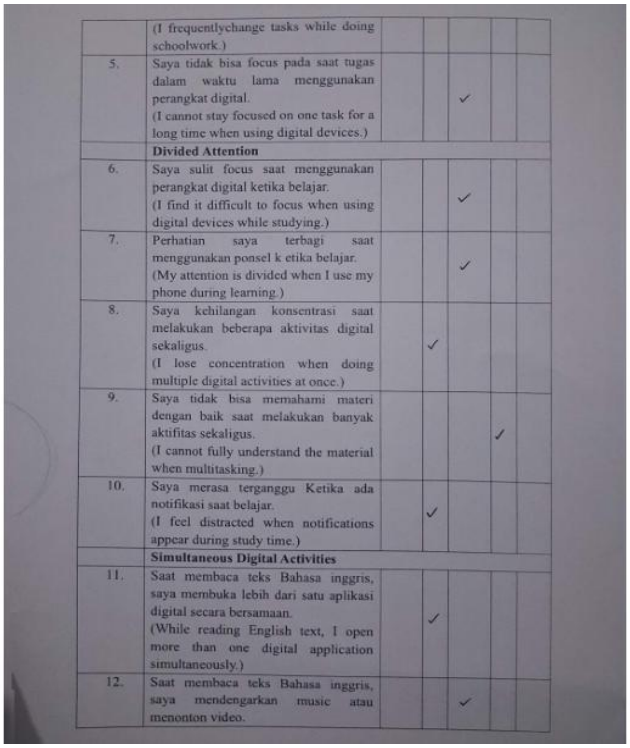
2 = Jarang (J)

3 = Kadang-kadang (KK)

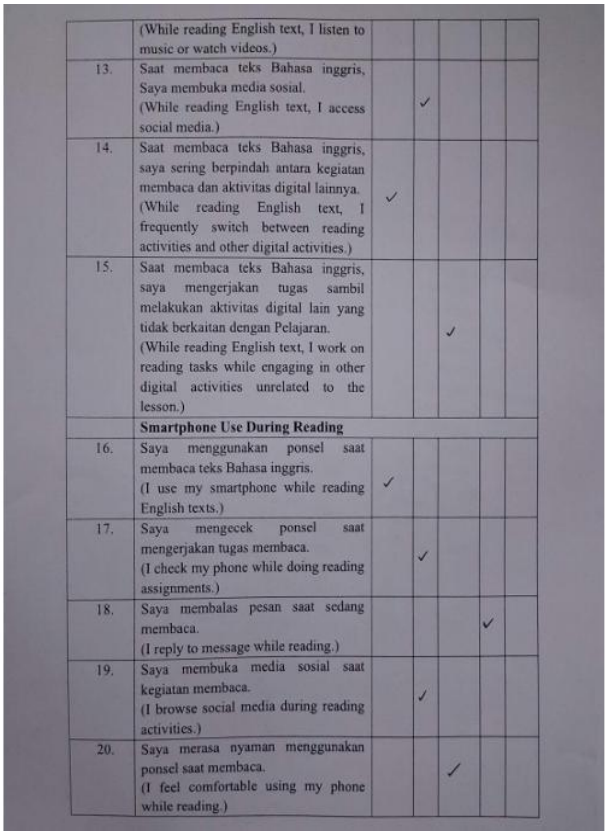
4 = Sering (S)

5 = Sangat sering (SS)

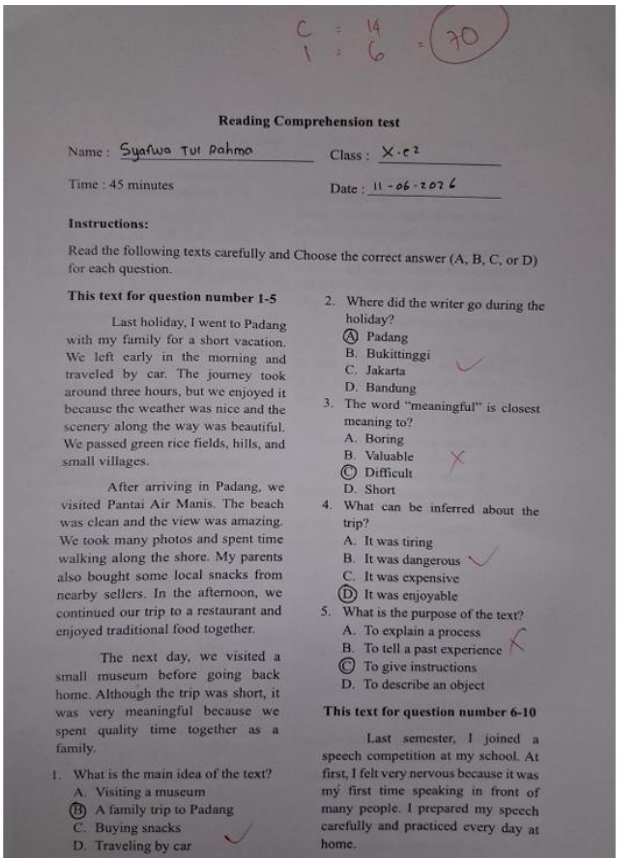
No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)			✓		
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)			✓		
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)		✓			
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.		✓			



	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)			✓		
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)			✓		
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)			✓		
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)		✓			
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)				✓	
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)		✓			
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)		✓			
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.			✓		



	(While reading English text, I listen to music or watch videos.)					
13.	Saat membaca teks Bahasa inggris, Saya membuka media sosial. (While reading English text, I access social media.)		✓			
14.	Saat membaca teks Bahasa inggris, saya sering berpindah antara kegiatan membaca dan aktivitas digital lainnya. (While reading English text, I frequently switch between reading activities and other digital activities.)	✓				
15.	Saat membaca teks Bahasa inggris, saya mengerjakan tugas sambil melakukan aktivitas digital lain yang tidak berkaitan dengan Pelajaran. (While reading English text, I work on reading tasks while engaging in other digital activities unrelated to the lesson.)			✓		
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)	✓				
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)		✓			
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)				✓	
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)		✓			
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)			✓		



C : 14
I : 6 = 70

Reading Comprehension test

Name : Syarwa Tul Rahma Class : X-E2

Time : 45 minutes Date : 11-06-2026

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

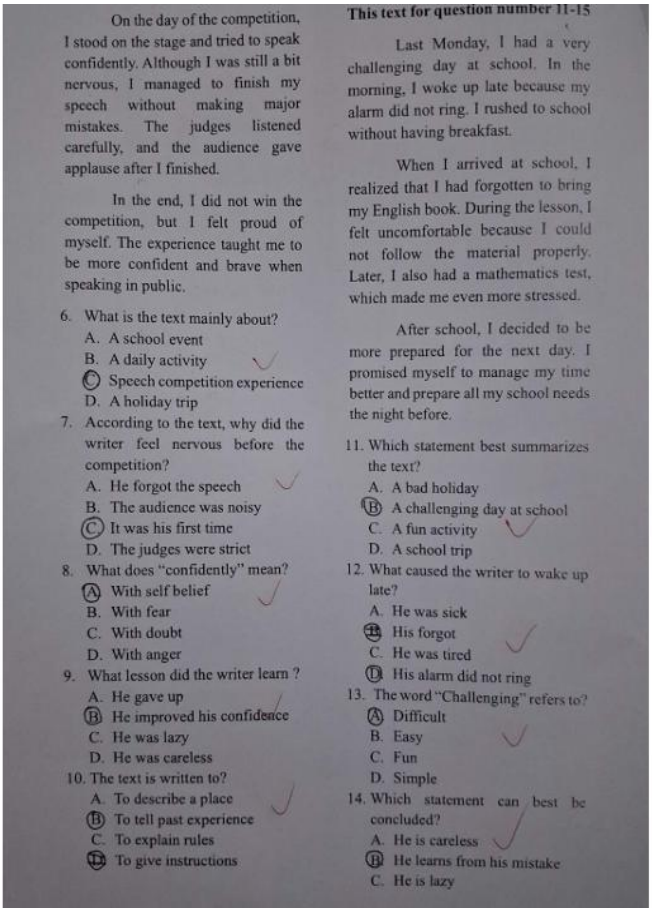
After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   (B) A family trip to Padang
   C. Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   (A) Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word "meaningful" is closest meaning to?
   A. Boring
   B. Valuable
   (C) Difficult
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   (D) It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   B. To tell a past experience
   (C) To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.



On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
    A. To describe a place
    B. To tell past experience
    C. To explain rules
    D. To give instructions

This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
    A. A bad holiday
    B. A challenging day at school
    C. A fun activity
    D. A school trip
12. What caused the writer to wake up late?
    A. He was sick
    B. His forgot
    C. He was tired
    D. His alarm did not ring
13. The word "Challenging" refers to?
    A. Difficult
    B. Easy
    C. Fun
    D. Simple
14. Which statement can best be concluded?
    A. He is careless
    B. He learns from his mistake
    C. He is lazy
    D. He is angry
15. The writer wrote the text in order to?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What does the writer intend to share?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions

Questionnaire of Digital Multitasking

Identitas subject

Nama : BINTANG AINUN AZIZI

Kelas : X-E 3

Jenis kelamin : Perempuan

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

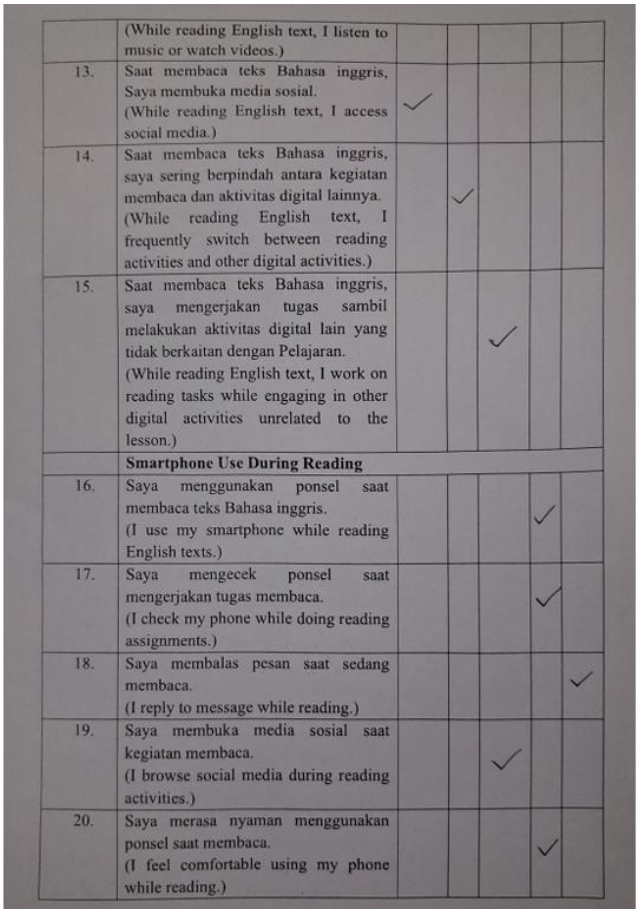
2 = Jarang (J)

3 = Kadang-kadang (KK)

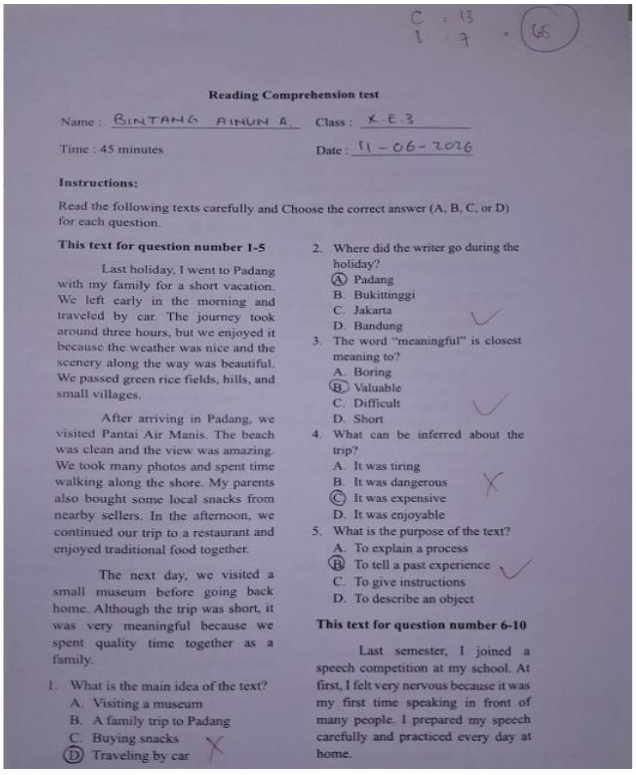
4 = Sering (S)

5 = Sangat sering (SS)

No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)				✓	
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)				✓	
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)			✓		
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.			✓		
	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)			✓		
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)				✓	
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)				✓	
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)		✓			
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)					✓
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)			✓		
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)		✓			
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.			✓		



	(While reading English text, I listen to music or watch videos.)					
13.	Saat membaca teks Bahasa inggris, Saya membuka media sosial. (While reading English text, I access social media.)	✓				
14.	Saat membaca teks Bahasa inggris, saya sering berpindah antara kegiatan membaca dan aktivitas digital lainnya. (While reading English text, I frequently switch between reading activities and other digital activities.)		✓			
15.	Saat membaca teks Bahasa inggris, saya mengerjakan tugas sambil melakukan aktivitas digital lain yang tidak berkaitan dengan Pelajaran. (While reading English text, I work on reading tasks while engaging in other digital activities unrelated to the lesson.)			✓		
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)				✓	
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)				✓	
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)					✓
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)			✓		
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)				✓	



C : 13
I : 7
65

Reading Comprehension test

Name : BINTANG AMUN A. Class : X E 3

Time : 45 minutes Date : 11 - 06 - 2026

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

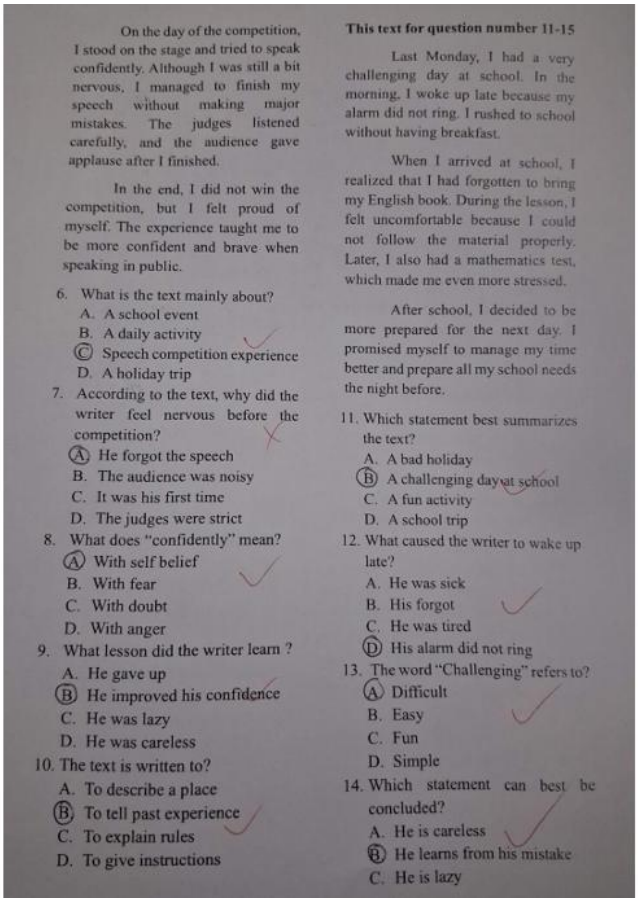
After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   B. A family trip to Padang
   C. Buying snacks
   (D) Traveling by car ✗
2. Where did the writer go during the holiday?
   (A) Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung ✓
3. The word "meaningful" is closest meaning to?
   A. Boring
   (B) Valuable
   C. Difficult ✓
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous ✗
   (C) It was expensive
   D. It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   (B) To tell a past experience ✓
   C. To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.



On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   Ⓒ Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   Ⓐ He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   Ⓐ With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   Ⓑ He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
    A. To describe a place
    Ⓑ To tell past experience
    C. To explain rules
    D. To give instructions

This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
    A. A bad holiday
    Ⓑ A challenging day at school
    C. A fun activity
    D. A school trip
12. What caused the writer to wake up late?
    A. He was sick
    B. His forgot
    C. He was tired
    Ⓓ His alarm did not ring
13. The word "Challenging" refers to?
    Ⓐ Difficult
    B. Easy
    C. Fun
    D. Simple
14. Which statement can best be concluded?
    A. He is careless
    Ⓑ He learns from his mistake
    C. He is lazy
    D. He is angry
15. The writer wrote the text in order to?
    Ⓐ To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    Ⓓ A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    Ⓐ She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    Ⓑ Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    Ⓓ He is shy
20. What does the writer intend to share?
    Ⓐ To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions

Questionnaire of Digital Multitasking

Identitas subject

Nama : ZELDA SAFITRI

Kelas : X E 3

Jenis kelamin : PEREMPUAN

Petunjuk pengisian :

Beri tanda (✓) pada salah satu pilihan jawaban setiap pernyataan dibawah ini sesuai dengan kejadian yang sebenarnya dalam kegiatan pembelajaran Bahasa inggris.

Skala :

1 = Tidak pernah (TP)

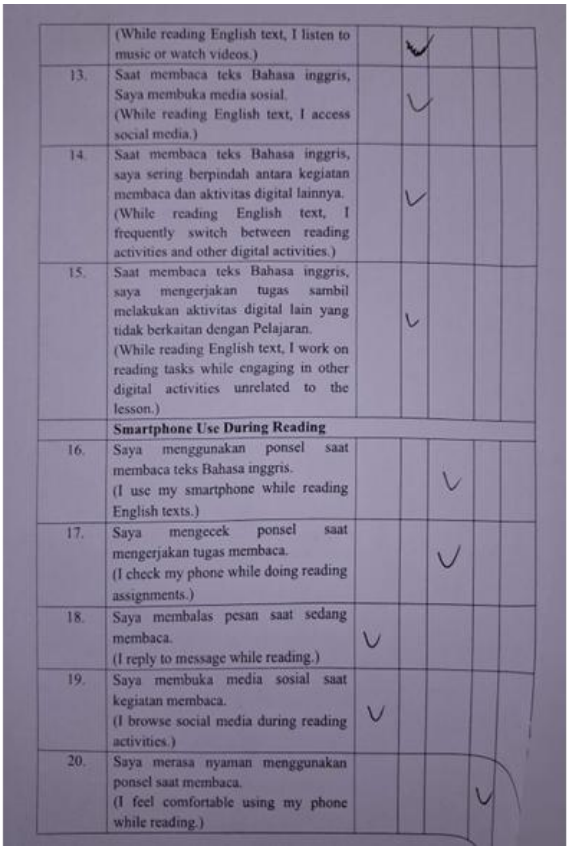
2 = Jarang (J)

3 = Kadang-kadang (KK)

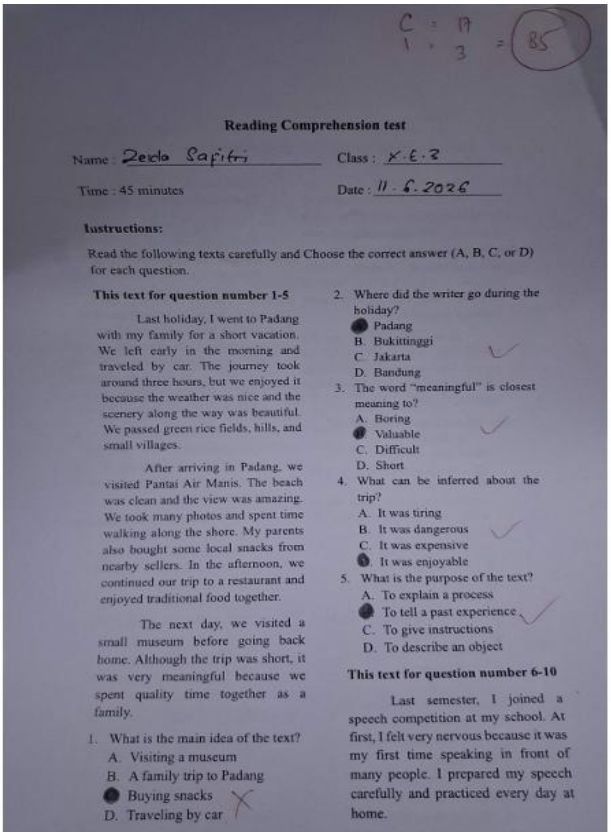
4 = Sering (S)

5 = Sangat sering (SS)

No.	Pernyataan	Pilihan Jawaban				
		1	2	3	4	5
		TP	J	KK	S	SS
	Task Switching					
1.	Saya berpindah dari satu aplikasi ke aplikasi lain saat sedang belajar. (I move from one application to another while studying.)			✓		
2.	Saya mengecek notifikasi saat mengerjakan tugas membaca. (I check notifications while doing reading tasks.)				✓	
3.	Saya membuka aplikasi lain saat belajar Bahasa Inggris. (I open other applications while studying English.)			✓		
4.	Saya sering mengganti aktifitas saat mengerjakan tugas.			✓		
	(I frequentlychange tasks while doing schoolwork.)					
5.	Saya tidak bisa focus pada saat tugas dalam waktu lama menggunakan perangkat digital. (I cannot stay focused on one task for a long time when using digital devices.)			✓		
	Divided Attention					
6.	Saya sulit focus saat menggunakan perangkat digital ketika belajar. (I find it difficult to focus when using digital devices while studying.)			✓		
7.	Perhatian saya terbagi saat menggunakan ponsel k etika belajar. (My attention is divided when I use my phone during learning.)				✓	
8.	Saya kehilangan konsentrasi saat melakukan beberapa aktivitas digital sekaligus. (I lose concentration when doing multiple digital activities at once.)				✓	
9.	Saya tidak bisa memahami materi dengan baik saat melakukan banyak aktifitas sekaligus. (I cannot fully understand the material when multitasking.)				✓	
10.	Saya merasa terganggu Ketika ada notifikasi saat belajar. (I feel distracted when notifications appear during study time.)				✓	
	Simultaneous Digital Activities					
11.	Saat membaca teks Bahasa inggris, saya membuka lebih dari satu aplikasi digital secara bersamaan. (While reading English text, I open more than one digital application simultaneously.)			✓		
12.	Saat membaca teks Bahasa inggris, saya mendengarkan music atau menonton video.	✓				



	(While reading English text, I listen to music or watch videos.)		✓			
13.	Saat membaca teks Bahasa inggris, Saya membuka media sosial. (While reading English text, I access social media.)		✓			
14.	Saat membaca teks Bahasa inggris, saya sering berpindah antara kegiatan membaca dan aktivitas digital lainnya. (While reading English text, I frequently switch between reading activities and other digital activities.)		✓			
15.	Saat membaca teks Bahasa inggris, saya mengerjakan tugas sambil melakukan aktivitas digital lain yang tidak berkaitan dengan Pelajaran. (While reading English text, I work on reading tasks while engaging in other digital activities unrelated to the lesson.)		✓			
	Smartphone Use During Reading					
16.	Saya menggunakan ponsel saat membaca teks Bahasa inggris. (I use my smartphone while reading English texts.)			✓		
17.	Saya mengecek ponsel saat mengerjakan tugas membaca. (I check my phone while doing reading assignments.)			✓		
18.	Saya membalas pesan saat sedang membaca. (I reply to message while reading.)	✓				
19.	Saya membuka media sosial saat kegiatan membaca. (I browse social media during reading activities.)	✓				
20.	Saya merasa nyaman menggunakan ponsel saat membaca. (I feel comfortable using my phone while reading.)				✓	



C : 17
I : 3
= 85

Reading Comprehension test

Name : Zeida Safitri Class : X.E.3

Time : 45 minutes Date : 11-6-2026

Instructions:

Read the following texts carefully and Choose the correct answer (A, B, C, or D) for each question.

This text for question number 1-5

Last holiday, I went to Padang with my family for a short vacation. We left early in the morning and traveled by car. The journey took around three hours, but we enjoyed it because the weather was nice and the scenery along the way was beautiful. We passed green rice fields, hills, and small villages.

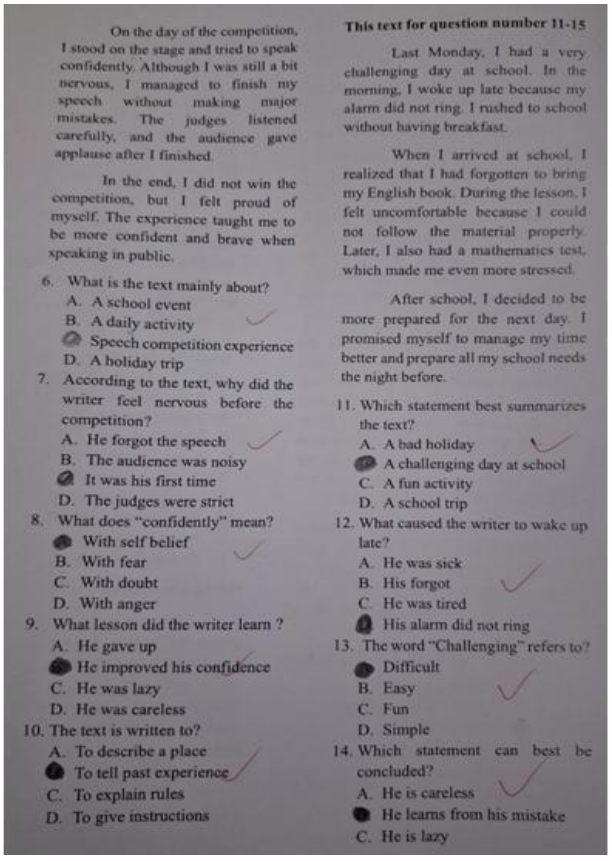
After arriving in Padang, we visited Pantai Air Manis. The beach was clean and the view was amazing. We took many photos and spent time walking along the shore. My parents also bought some local snacks from nearby sellers. In the afternoon, we continued our trip to a restaurant and enjoyed traditional food together.

The next day, we visited a small museum before going back home. Although the trip was short, it was very meaningful because we spent quality time together as a family.

1. What is the main idea of the text?
   A. Visiting a museum
   B. A family trip to Padang
   ● Buying snacks
   D. Traveling by car
2. Where did the writer go during the holiday?
   ● Padang
   B. Bukittinggi
   C. Jakarta
   D. Bandung
3. The word "meaningful" is closest meaning to?
   A. Boring
   ● Valuable
   C. Difficult
   D. Short
4. What can be inferred about the trip?
   A. It was tiring
   B. It was dangerous
   C. It was expensive
   ● It was enjoyable
5. What is the purpose of the text?
   A. To explain a process
   ● To tell a past experience
   C. To give instructions
   D. To describe an object

This text for question number 6-10

Last semester, I joined a speech competition at my school. At first, I felt very nervous because it was my first time speaking in front of many people. I prepared my speech carefully and practiced every day at home.



On the day of the competition, I stood on the stage and tried to speak confidently. Although I was still a bit nervous, I managed to finish my speech without making major mistakes. The judges listened carefully, and the audience gave applause after I finished.

In the end, I did not win the competition, but I felt proud of myself. The experience taught me to be more confident and brave when speaking in public.

6. What is the text mainly about?
   A. A school event
   B. A daily activity
   C. Speech competition experience
   D. A holiday trip
7. According to the text, why did the writer feel nervous before the competition?
   A. He forgot the speech
   B. The audience was noisy
   C. It was his first time
   D. The judges were strict
8. What does "confidently" mean?
   A. With self belief
   B. With fear
   C. With doubt
   D. With anger
9. What lesson did the writer learn ?
   A. He gave up
   B. He improved his confidence
   C. He was lazy
   D. He was careless
10. The text is written to?
    A. To describe a place
    B. To tell past experience
    C. To explain rules
    D. To give instructions

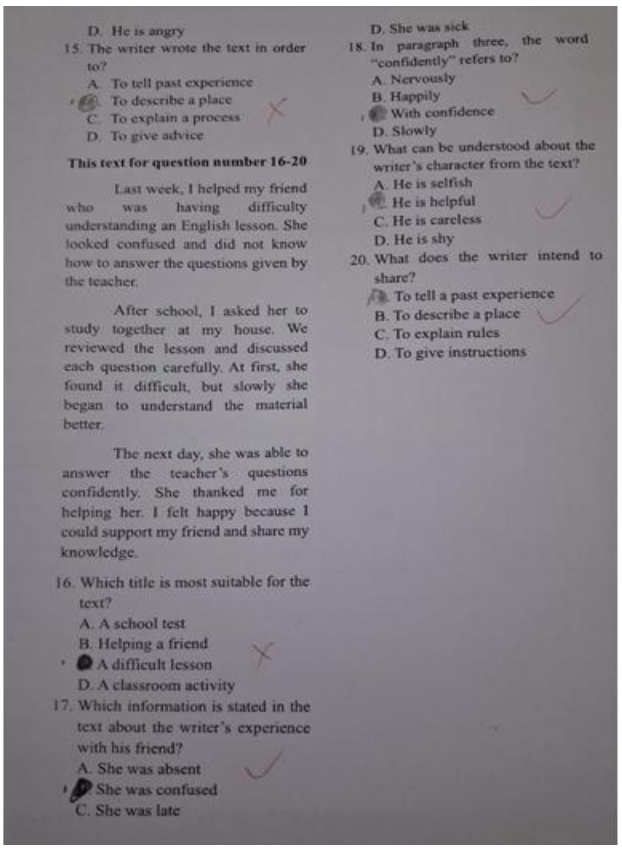
This text for question number 11-15

Last Monday, I had a very challenging day at school. In the morning, I woke up late because my alarm did not ring. I rushed to school without having breakfast.

When I arrived at school, I realized that I had forgotten to bring my English book. During the lesson, I felt uncomfortable because I could not follow the material properly. Later, I also had a mathematics test, which made me even more stressed.

After school, I decided to be more prepared for the next day. I promised myself to manage my time better and prepare all my school needs the night before.

11. Which statement best summarizes the text?
    A. A bad holiday
    B. A challenging day at school
    C. A fun activity
    D. A school trip
12. What caused the writer to wake up late?
    A. He was sick
    B. His forgot
    C. He was tired
    D. His alarm did not ring
13. The word "Challenging" refers to?
    A. Difficult
    B. Easy
    C. Fun
    D. Simple
14. Which statement can best be concluded?
    A. He is careless
    B. He learns from his mistake
    C. He is lazy



D. He is angry

15. The writer wrote the text in order to?
    A. To tell past experience
    B. To describe a place
    C. To explain a process
    D. To give advice

This text for question number 16-20

Last week, I helped my friend who was having difficulty understanding an English lesson. She looked confused and did not know how to answer the questions given by the teacher.

After school, I asked her to study together at my house. We reviewed the lesson and discussed each question carefully. At first, she found it difficult, but slowly she began to understand the material better.

The next day, she was able to answer the teacher's questions confidently. She thanked me for helping her. I felt happy because I could support my friend and share my knowledge.

16. Which title is most suitable for the text?
    A. A school test
    B. Helping a friend
    C. A difficult lesson
    D. A classroom activity
17. Which information is stated in the text about the writer's experience with his friend?
    A. She was absent
    B. She was confused
    C. She was late
    D. She was sick
18. In paragraph three, the word "confidently" refers to?
    A. Nervously
    B. Happily
    C. With confidence
    D. Slowly
19. What can be understood about the writer's character from the text?
    A. He is selfish
    B. He is helpful
    C. He is careless
    D. He is shy
20. What does the writer intend to share?
    A. To tell a past experience
    B. To describe a place
    C. To explain rules
    D. To give instructions

APPENDIX 21

Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group Digital Multitasking	Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension Test	High	,108	46	,200*	,973	46	,352
	Low	,110	45	,200*	,971	45	,313

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, presents the results of the normality test using the Shapiro-Wilk tests.

$\alpha = 0{,}05$

The significant values for both the High Digital Multitasking group and the Low Digital Multitasking group were greater than 0.05, indicating that the data were normally distributed.

APPENDIX 22

Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Reading Comprehension Test	Based on Mean	1,017	1	89	,316
	Based on Median	,917	1	89	,341
	Based on Median and with adjusted df	,917	1	86,127	,341
	Based on trimmed mean	1,014	1	89	,317

$\alpha = 0{,}05$

Based on the output above, the significance value based on the mean was 0.316, which was greater than the alpha level of 0.05 **(0.316 > 0.05).** Therefore, it can be concluded that the data were homogeneous and fulfilled the assumption of homogeneity of variance.

APPENDIX 23

Independent Sample t-test

Group Statistics

	Group Digital Multitasking	N	Mean	Std. Deviation	Std. Error Mean
Reading Comprehension Test	High	46	47,28	18,003	2,654
	Low	45	52,78	20,658	3,080

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Comprehension Test	Equal variances assumed	1,017	,316	-1,354	89	,179	-5,495	4,060	-13,561	2,571
	Equal variances not assumed			-1,352	86,813	,180	-5,495	4,066	-13,576	2,586

Based on the output above, the significance value (Sig. 2-tailed) was 0.000, which was greather than the alpha level of 0.05 (0.179 > 0.05). Therefore, there was no statistically significant difference in English reading comprehension between students with high and low levels of digital multitasking. Thus, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected.

APPENDIX 24

t-Distribution Table

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696

63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 81 –120)

Pr / df	**0.25 0.50**	**0.10 0.20**	**0.05 0.10**	**0.025 0.050**	**0.01 0.02**	**0.005 0.010**	**0.001 0.002**
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921

95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daera

APPENDIX 25

English Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

MATA PELAJARAN : BAHASA INGGRIS
KELAS /SEMESTER : X/GENAP
WAJIB/TINGKAT LANJUT : X
PENYUSUN : RICHANDRA SINAGA,S.Pd.

SMA NEGERI 5 SIJUNJUNG
DINAS PENDIDIKAN
PROVINSI SUMATERA BARAT
2025

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan: SMA Negeri 5 Sijunjung
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/II
Materi Pokok : ***Recount***
Alokasi Waktu : 4 x 45 menit

A. Kompetensi Inti (KI)

As a reminder

KI 1 dan KI 2

Kompetensi Sikap Spiritual dan Kompetensi Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaranKompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik.

KI 3.

Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4.

Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 3.7.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 3.7.3 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 3.7.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

Kompetensi Dasar	Indikator
4.7 Teks *recount* – peristiwa bersejarah. 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. 4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.1.1 Menjelaskan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.1.2 Menuliskan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2.1. Membedakan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2.2. Menuliskan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2.3. Mendemonstrasikan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

C. Tujuan Pembelajaran

Melalui pembelajaran berbasis text, peserta didik terampil menganalisis perbedaan fungsi sosial, struktur teks dan unsur kebahasaan, serta mahir menjelaskan makna dan menyusun serta menampilkan teks dalam bentuk teks recount secara benar dan sesuai konteks.

Tercerminkah 4 C ?

D. Materi Pembelajaran

- FAKTA : RECOUNT TEXT
- KONSEP

Fungsi Sosial: To retell the Events for the purpose of informing or entertaining the readers and also to take the moral value

Struktur Teks:

Orientation: Provides the setting and introduces participants.

Events: tell what happened, in what sequence.

Re-orientation: Optional closure of events.

Unsur Kebahasaan

- Focusing specific participants.
- Using material process.
- Circumstances of time and place.
- Using simple past tense.
- Focusing on temporal Sequence.

- PRINSIP
- Recount text is a text that retell about past and use Past Tense to express the story.
- Topik

Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

MODEL PEMBELAJARAN: genre based approach

Metode pembelajaran : Diskusi, Tanya jawab, presentasi

F. Media/alat/bahan/sumber

1. Media/alat : Laptop/komputer, LCD, Video
2. Bahan : PPt dan LKS
3. Sumber Belajar:
    - Buku Siswa Bahasa Inggris Kelas X SMA/MA/SMK/MAK
    - www.jakartapost.com
    - Koran dan majalah berbahasa Inggris

G. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

Indikator:

3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

3.7.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

3.7.3 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

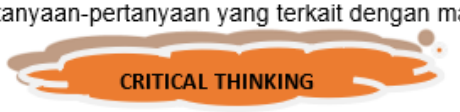
3.7.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa,membaca Al-Qur'an beserta terjemahannya, menyanyikan lagu Indonesia Raya, absensi, menyiapkan buku pelajaran;



- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks Historical Recount dalam kehidupan sehari-hari, misalnya di dalam koran, majalah, pamplet dll.
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari



- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.



b. Kegiatan Inti

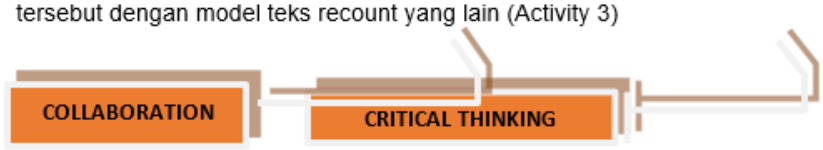
Building knowledge of field (BKOF)

- Peserta didik mengamati gambar tokoh pahlawan Bung Tomo dan menjawab pertanyaan guru secara lisan. (Activity 1)

Modelling of text

- Peserta didik mengamati contoh teks historical recount.
- Peserta didik menanggapi isi teks historical recount dengan menjawab pertanyaan (Activity 2)
- Peserta didik dalam kelompok memahami isi dari teks historical recount dan menceritakan kembali isi tersebut
- Peserta didik memahami bahasa yang digunakan dalam teks historical recount
- Peserta didik menemukan fungsi sosial dan struktur teks dan unsure kebahasaan teks tersebut.

- Peserta didik dalam kelompok membandingkan teks historical recount tersebut dengan model teks recount yang lain (Activity 3)



- Masing- masing kelompok menyampaikan hasil diskusi terkait fungsi, struktur, dan unsur kebahasaan



Peserta didik menuliskan learning journalnya dalam buku latihan masing-masing

c. Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?



- Menyimpulkan apa yang dipelajari hari ini
- Pemberian tugas berupa mencari teks khusus berbentuk historical recount.



- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

H. Penilaian Hasil Belajar

1. Teknik Penilaian:
   a. Penilaian Sikap : Observasi/pengamatan
   b. Penilaian Pengetahuan : Tes Tertulis
   c. Penilaian Keterampilan : Unjuk Kerja/Praktik, Proyek, Portofolio
2. Bentuk Penilaian:
   a. Observasi : Jurnal guru
   b. Tes tertulis : uraian dan lembar kerja
   c. Unjuk kerja :Praktik/Pedoman Penskoran
   d. Proyek :Produk/Pedoman Penskoran
   e. Portofolio :E-Portofolio

3. Instrumen Penilaian (terlampir)

I. Program Tindak Lanjut

1. Remedial
   - Peserta didik yang belum mencapai KKM(75) diberi tugas untuk membaca beberapa teks *historical recount* dalam bahasa Inggris terkait peristiwa bersejarah pada masa lalu. Setelah dua minggu guru mengevaluasi kemajuan kompetensi peserta didik dalam menangkap makna dan atau menyusun teks *historical recount*. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan
   - Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membaca dan atau menuliskan *historical recount* terkait peristiwa bersejarah. Kemudian mempublikasi dengan ditempel di madding.

Penilaian Pengetahuan

a. Jenis/teknik Penilaian : Tes tulisan / penugasan
b. Bentuk penilaian : isian
c. Instrumen : (terlampir)

No	Nama	NilaiTugas							
		T1	T2	T3	T4	T5	T6	T7	T8
1									
2									

d. Rubrik Penilaian :

No	NomorSoal	BobotNilai
	1	10
	⇩	
	10	10
Total Score		100

Penilaian Keterampilan

a. Jenis/teknik Penilaian : Tes Praktik

b. Bentuk penilaian : lembar tes praktik

c. Instrumen :

No	Nama	Fluency	Pronunciation	Intonation	Expression	Communication	Nilai keterampilan

d. Rubrik penilaian :**Speaking**

Aspect	Score	Criteria
Fluency	91-100	Fluent without any disturbance
	81-90	Fluent with some doubt
	70-80	Fluent enough

	0-69	Not fluent
Pronunciation	91-100 81-90 70-80 0-69	All correct, based on the appropriate standard Almost all correct with two or three inappropriate intonation quite good pronunciation Many mistakes
Intonation	91-100 81-90 70-80 0-69	All correct, based on the appropriate standard Almost all correct with two or three in appropriate intonation. quite good intonation Many inappropriate intonation.
Expression	91-100 81-90 70-80 0-69	All correct, based on appropriate expression Almost all correct with few inappropriate expressions quite good expression Many inappropriate expression
Communication	91-100 81-90 70-80 0-69	Communicative and effective almost communicative and effective Not so communicative and quite effective Not communicative and not effective

Sumpur Kudus, Juni 2025

Kepala Sekolah

Nuhrul Huda, S.Pd
NIP. 197208211997021001

Guru Bidang Studi

Richandra Sinaga S.Pd
NIP. 198408312010011015

APPENDIX 26

Letter of Supervisor Appointment

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-0150/Un.26.1/HK.00.5/01/2026

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA
PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djamil Djambek Bukittinggi an. **Mentary Ananda Putri, NIM 2322003** tanggal 30 Januari 2026 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"A Comparative Study of English Reading Comprehension between High and Low Digital Multitasking EFL 10th Grade Students at SMA Negeri 5 Sijunjung"***

KEDUA : Menunjuk Saudara :

Nama	: **Lena Sastri, M. Pd.**
NIP	: **198702052022032001**
Pangkat/Gol.Ruang	: **Penata Muda Tk. I/III/b**
Jabatan	: Asisten Ahli
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 30 Januari 2026
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. JUNAIDI, S. Ag, M. Pd
NIP.197706162003121003

APPENDIX 27

Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0728/Un.26.1/PP.07/06/2026 Bukittinggi, 03 Juni 2026
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**MENTARY ANANDA PUTRI**
NIM	:	**2322003**
Semester	:	8
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG***
Lokasi Penelitian	:	SMA Negeri 5 Sijunjung
Waktu	:	Juni 2026 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP 197706162003121003

APPENDIX 28

Letter of Research Completion

PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
SMA NEGERI 5 SIJUNJUNG
KABUPATEN SIJUNJUNG
Alamat : Jln. Ambacang Tinggi Indah No.90 Kec. Sumpur Kudus *Kode Pos 27563*
NSS : 30.1.08.04.005 **Email :** *sma5sijunjung@gmail.com* *NPSN : 10302805*

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 421.3/363/04/SMA.05/2026

Yang bertanda tangan dibawah ini Kepala SMA Negeri 5 Sijunjung kabupaten Sijunjung Provinsi Sumatera Barat dengan ini menerangkan bahwa :

Nama	: MENTARY ANANDA PUTRI
NIM	: 2322003
Semester	: 8 (delapan)
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan UIN Sjech M. Djamil Djambek Bukittinggi
Judul Penelituan	: *A COMPARATIVE STUDY OF ENGLISH READING COMPREHENSION BETWEEN HIGH AND LOW DIGITAL MULTITASKING EFL 10 TH GRADE STUDENTS AT SMA NEGERI 5 SIJUNJUNG*

Telah selesai melakukan penelitian di SMA Negeri 5 Sijunjung pada bulan Juni 2026 sesuai judul penelitian yang bersangkutan.

Demikianlah surat selesai penelitian ini kami berikan untuk dapat dipergunakan semestinya.

Sumpur Kudus, 25 Juni 2026
Kepala Sekolah,

NUHRUL HUDA, S.Pd
Pembina Utama Muda/IV.c
NIP. 19720821 199702 1 001

Dipindai dengan CamScanner

APPENDIX 29

Documentation of Preliminary Research

Classroom observation

Monday, February 23, 2026





Classroom observation

Wednesday, April 1, 2026





Interview with the English Teacher

Monday, February 23, 2026



Interview with the Students

Wednesday, April 1, 2026



APPENDIX 30

Documentation of Research Implementation

Class XE.1



Class XE.2



Class XE.3

