

THESIS

**A STUDY ON THE READING COMPREHENSION ABILITY OF TENTH GRADE
STUDENTS OF SMA SEMINARI RAFAEL IN THE ACADEMIC YEAR 2024/2025**



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FACULTY OF TEACHER TRAINING AND EDUCATION SCIENCES

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STUDENTS OF SMA SEMINARI RAFAEL IN THE ACADEMIC YEAR 2024/2025**

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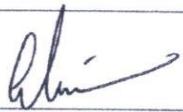
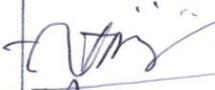
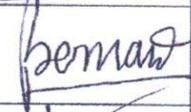
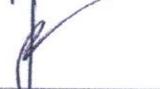
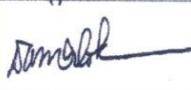
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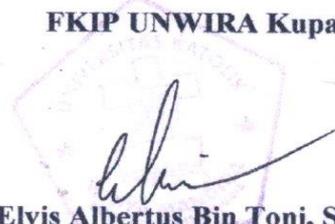
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Kupang, Agustus 2025



Maria Hedidcia B

MOTTO

“Ora et Labora”

“ Berdoa dan Bekerja”

DEDICATION

This thesis is particularly dedicated to my beloved:

1. Lord Jesus Christ and Mother Mary
2. Parents, Wilhelmus Mbawa and Emerensiana Skolastika Rero
3. Siblings, Rinto Ngese, Renya Remo and Dharmo Ghoma.
4. Thesis supervisors, Mr. Damianus Talok and Mrs. Floribertha Lake
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The Writer

ABSTRACT

This study is entitled A Study on The Reading Comprehension Ability of Tenth Grade Students of SMA Seminari Rafael in The Academic Year 2024/2025. It aimed to find out whether these students could understand the English reading text or not and to identify the ability level of their reading comprehension. This study used a descriptive method, and it used an instrument of reading test comprising of forty questions which consisted of literal, inferential and critical comprehensions. The subjects of the research were 30 students of the tenth-grade. The findings revealed that students exhibit different levels of difficulty in reading comprehension, which are reflected in their scores for literal, inferential, and critical thinking. Literal scores ranged from 47 to 88, with some students performing well while others faced challenges. Inferential scores ranged from 36 to 84, indicating that many students struggle with making connections and understanding implied meanings. Critical thinking scores showed the most variation, with scores as low as 25 and as high as 100. In addition, the study also revealed the overall scores of students ranging from “Below average” to “Very good” category. The students' scores ranged as follows: 13 students scored "Average" (50-57.5), 10 students scored "Fairly good" (60-67.5), 5 students scored "Good" (72.5-75), and 1 student each scored "Below average" (47.5) and "Very good" (82.5). The overall average score was 61.5. These findings indicate that while some students excel in basic comprehension, many others find it difficult to grasp deeper meanings or analyze texts critically. This study suggests that there should be more focus on vocabulary-building activities in their lessons to help students improve their word knowledge, and that students can improve their reading comprehension by regularly practicing new vocabulary.

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