

**THE EFFECT OF EDBOT IN ASSESSING LITERAL READING
COMPREHENSION AT MTsN 4 PADANG**

THESIS

*Submitted in Partial For Fulfillment of the Requirement for Undergraduate
Program in English Tadris Department the Strata One (S1) Degree*



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1. This thesis is truly my own work, and in preparing the thesis, I implemented and respected the research code of ethics that applies both outside and at the Imam Bonjol State Islamic University, Padang
2. If it is later discovered and proven that part or all the contents of this thesis contain violations of the research code ethics, I agree to accept all legal consequences in accordance with the relevant provisions.

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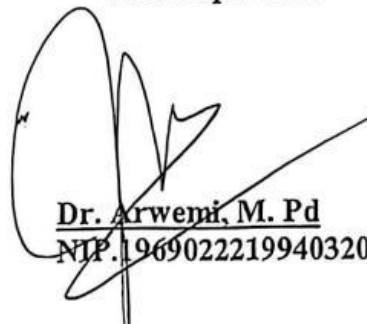
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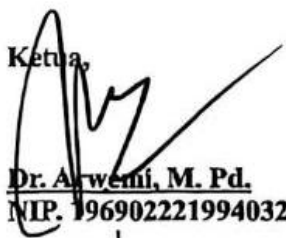
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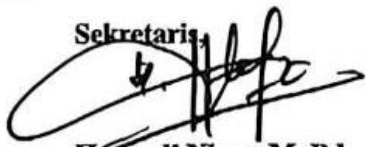
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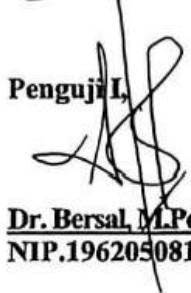

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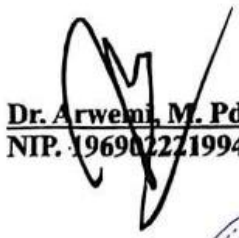
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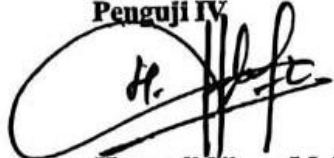
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Padang, June 29th 2026

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ABSTRACT

Tridara Rizkia, 2026, *The Effect of Using Edbot in Literal Reading Comprehension at MTsN 4 Padang*. Thesis. Faculty of Tarbiyah and Teacher Training Islamic. State University Imam Bonjol Padang. Supervisors (1) Dr. Arwemi, M.Pd (2) Haryudi Nizar, M.Pd

This study investigates whether of EdBot, an AI-powered digital assessment platform, gives significant effect on seventh-grade students' literal reading comprehension at MTsN 4 Padang. This research employed a quasi-experimental post-test only control group design with cluster random sampling, resulting in Class VII.1 (31 students) as the experimental group and Class VII.4 (32 students) as the control group. Both groups received identical guided reading instruction using descriptive texts, but differed in assessment method: EdBot for the experimental class and conventional paper-based test for the control class. The instrument consisted of 42 multiple-choice items measuring five literal reading comprehension indicators specific information, main idea, vocabulary in context, inference, and reference based on Brown's (2004) framework. Data were analyzed using descriptive statistics, Shapiro-Wilk normality test, Levene's homogeneity test, and Independent Samples T-Test via SPSS version 25. The experimental class achieved a mean score of 80.29 (Good), compared to 70.38 (Fair) in the control class. The T-Test yielded $t = -4.274$ with $\text{sig.} = .000$ ($p < 0.05$), confirming that EdBot has a significant positive effect on students' literal reading comprehension performance. It is concluded that EdBot is an effective digital assessment medium that enhances engagement, provides real-time feedback, and fosters a low-anxiety testing environment at the junior high school level.

Keywords: *EdBot, digital assessment, literal reading comprehension, descriptive text, quasi-experimental*

ABSTRAK

Tridara Rizkia, 2026, *The Effect of Using Edbot in Assessing Literal Reading Comprehension at MTsN 4 Padang*. Skripsi. Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang. Pembimbing (1) Dr. Arwemi, M.Pd (2) Haryudi Nizar, M.Pd

Penelitian ini bertujuan untuk menginvestigasi pengaruh EdBot, platform penilaian digital berbasis kecerdasan buatan, terhadap kemampuan pemahaman membaca literal siswa kelas VII di MTsN 4 Padang. Penelitian ini menggunakan desain kuasi-eksperimen *post-test only control group design* dengan teknik *cluster random sampling*, menghasilkan Kelas VII.1 (31 siswa) sebagai kelompok eksperimen dan Kelas VII.4 (32 siswa) sebagai kelompok kontrol. Kedua kelompok menerima pembelajaran *guided reading* yang identik menggunakan teks deskriptif, namun berbeda dalam metode penilaian: EdBot untuk kelas eksperimen dan tes konvensional berbasis kertas untuk kelas kontrol. Instrumen terdiri dari 42 soal pilihan ganda yang mengukur lima indikator pemahaman membaca literal informasi spesifik, gagasan utama, kosakata dalam konteks, inferensi, dan referensi berdasarkan kerangka teori Brown (2004). Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, uji homogenitas Levene, dan *Independent Samples T-Test* melalui SPSS versi 25. Kelas eksperimen memperoleh nilai rata-rata 80,29 (kategori Baik), dibandingkan 70,38 (kategori Cukup) pada kelas kontrol. Uji T menghasilkan nilai $t = -4,274$ dengan $\text{sig.} = ,000$ ($p < 0,05$), membuktikan bahwa EdBot berpengaruh positif dan signifikan terhadap kemampuan pemahaman membaca literal siswa. Disimpulkan bahwa EdBot merupakan media penilaian digital yang efektif dalam meningkatkan keterlibatan siswa, memberikan umpan balik secara *real-time*, dan menciptakan suasana penilaian yang kondusif di tingkat sekolah menengah pertama.

Kata Kunci: EdBot, penilaian digital, pemahaman membaca literal, teks deskriptif, kuasi-eksperimen

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