CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is based on the findings and discussion in the previous chapter. It addresses the research question of this study: the contribution of online reading platforms to enhance students' reading interest. To begin with, this study found that in the normality test, the value ratio of the asymp (sig.) is 0.183, indicating that the data on online reading platforms and reading interest questionnaires are normally distributed, as the value is higher than 0.05. The R value shows a correlation of 0.606, indicating a strong correlation between online reading platforms and reading interest. The value of Adjusted R Square (R^2) is 0.359. The R^2 value of 35.9% shows that the independent variable has an impact of 35.9% on the dependent variable. Furthermore, the regression's level of significance is 0.000, which is less than 0.05, leading to the rejection of the null hypothesis (H_0) and fulfilling the criteria.

The students' views in this survey research are evidence that there is a significant contribution of online reading platforms to enhance students' reading interest. To answer the research question, students consider their awareness and recognition of online reading platforms, reading preferences, online reading platform usage, visual content and engagement, interest and diversity in reading, enjoyment and impact of online reading, language

learning and reading skill development, and increased reading interest. Most students strongly believe in all indications of online reading platforms and reading interest, with just slight disagreements. Thus, the findings reveal that online reading platforms make significant contributions to enhance students' reading interest.

B. Suggestion

Based on the conclusion above, the researcher provided the following suggestion to the English teachers, students, and other researchers in particular.

For English teachers, it is recommended for them to enhance their students' reading interest through the implementation of online reading platforms. Teachers are encouraged to use these digital tools as alternative media in their reading lessons, making the learning process more engaging and relevant to students. By using online reading platforms, teachers can offer a diverse range of reading materials that cater to different interests and reading levels. Additionally, teachers can use these platforms to monitor and assess students' reading progress.

For the students, it is recommended for them to learn about the findings of this study and it might be a good starting point for students to learn more about online reading platforms and how they affect their reading interests. It is hoped that students will recognize the benefits and opportunities these platforms offer, leading to increased enthusiasm and motivation to engage with English texts. Students may develop a stronger

and more regular reading habit by taking advantage of the interactive and accessible nature of online reading platforms. Therefore, the students are improving their language skills and overall academic achievement.

For further researchers, this study can be used as a reference for future research on the contribution of online reading platforms to various educational outcomes. Future researchers are encouraged to explore the relationship between online reading platforms and other variables such as reading habits, reading ability, and overall academic achievement. Exploring these areas can give a clearer understanding of how online reading platforms can be used effectively in education. Furthermore, future researchers should consider employing a mixed-methods approach, combining quantitative and qualitative data to gain deeper insights into the impact of online reading platforms.