

The Implementation of Reading Interactive Platform ‘Let's Read’ on Students' Reading Comprehension at SMAN 1 Purwoasri

THESIS

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirement

for the Degree of *Sarjana* in English Language Education



By:

Naila Fitri Ramdani 22202146

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI
2026**

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2026

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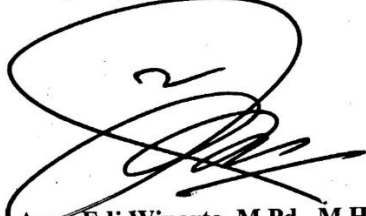
The Implementation of Reading Interactive Platform 'Let's Read' on Students' Reading Comprehension at SMAN 1 Purwoasri

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I hereby declare that this thesis entitled "*The Implementation of Reading Interactive Platform 'Let's Read' on Students' Reading Comprehension at SMAN 1 Purwoasri*" is my original work prepared independently by myself. To the best of my knowledge and belief, this thesis does not contain any work, ideas, or writings previously published or written by others, except for those properly acknowledged and cited in the text.

This thesis has not been submitted to any other institution or university for the purpose of obtaining an academic degree or qualification. I am fully responsible for the originality and content of this thesis.

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RATIFICATION SHEET

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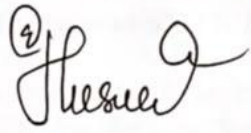
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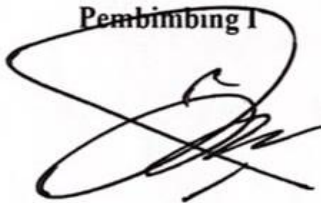
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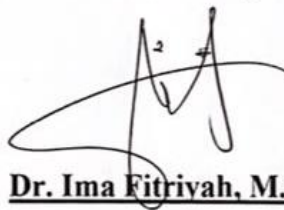
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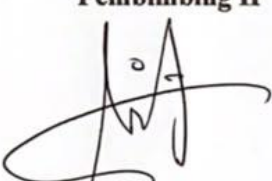
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Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam Sidang Munaqasah yang dilaksanakan pada tanggal 23 Juni 2026 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

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MOTTO

“There is no need to feel pressured, because we are all designed to win. Losing makes us stronger, and winning lifts us higher”

(Park Jongseong)

DEDICATION

The completion of this thesis would not have been possible without:

1. My dearest parents, Bapak Suparto and Ibu Nurul Aini, for their endless love, prayers, support, sacrifices, and encouragement in every step of my educational journey
2. All lecturers for the knowledge, guidance, and valuable experiences during my academic journey.
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The researcher recognizes that this thesis could not have been achieved without the contributions, direction, support, help, and encouragement of many persons. Thus, the researcher would like to extend deep gratitude to:

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Kediri, June 23rd, 2026

The Writer

ABSTRACT

Ramdani, Naila Fitri. 2026. *The Implementation of Reading Interactive Platform 'Let's Read' on Students' Reading Comprehension at SMAN 1 Purwoasri*. Thesis. Thesis. Department of English Language Education. Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri. Advisor: 1) Dr. Agus Edi Winarto, M.Pd., M.H. 2) Dr. Ima Fitriyah, M.Pd.

Key words: *Reading comprehension skill, Reading interactive platform, Let's Read, English Literacy, EFL learners, Senior High School students, ANCOVA.*

The integration of digital learning platforms has become increasingly important in English language teaching, particularly in improving students' reading comprehension skills. However, many students still encounter difficulties in understanding texts and maintaining engagement in reading activities. The purpose of this study was to examine the implementation of the Let's Read interactive platform and assess its usefulness in improving reading comprehension proficiency among tenth-grade students at SMAN 1 Purwoasri.

The study used a quantitative quasi-experimental approach with non-equivalent control groups. The study included 68 tenth-grade students divided into two groups: experimental (n = 34) and control (n = 34). The experimental group received reading training via the Let's Read platform, whereas the control group received traditional reading instruction using textbooks. Data were obtained over four treatment sessions using pre-tests, post-tests, and observation checklists. IBM SPSS Statistics Version 27 was used to analyze the data, which included descriptive statistics, assumption testing, and Analysis of Covariance (ANCOVA).

The findings from the observation checklist indicated that the implementation of Let's Read was successful and positively supported the learning process. Students demonstrated continuous improvement in operating the application, utilizing its features, participating in reading activities, and responding to reading comprehension tasks. Descriptive statistics showed that the experimental group improved from a pre-test mean score of 19.32 to a post-test mean score of 22.26, resulting in a gain of 2.94 points. In contrast, the control group showed only a slight improvement from 20.59 to 20.88, with a gain of 0.29 points. The results show that implementing the "Let's Read" interactive reading platform effectively enhanced students' reading comprehension and fostered greater engagement in reading activities.

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