

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the research findings and makes various recommendations for future English teaching and learning procedures, as well as further research on students' reading comprehension at SMAN 1 Purwoasri.

A. Conclusion

The results of this study indicate that the introduction of the Let's Read interactive platform was beneficial in increasing students' reading comprehension skills among tenth-grade students at SMAN 1 Purwoasri. Before the therapy, both groups had roughly equivalent reading comprehension abilities, as evidenced by pre-test mean scores of 19.32 for the experimental group and 20.59 for the control group. However, following the therapy, the experimental group had a higher post-test mean score of 22.26, compared to the control group's mean score of 20.88.

The ANCOVA analysis found a significant difference between the experimental and control groups after controlling for students' starting reading ability ($F(1,65) = 11.334, p = .001 < .05$). The adjusted mean score for the experimental group (22.346) was substantially higher than that of the control group (20.802). These data show that students who were taught utilizing the Let's Read platform outperformed those who received conventional education. The null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted.

In addition, the observation checklist results demonstrated positive development throughout the implementation process. Students became more active in reading activities, more confident in responding to reading comprehension tasks, and more proficient in utilizing the features of the application. Most observation indicators reached the *Very Good*

category by the end of the treatment, indicating increased engagement and participation in learning activities.

The findings show that the *Let's Read* platform provides students with meaningful reading experiences through its interactive features, accessible reading materials, and engaging digital environment. These features helped students improve their comprehension of reading texts and encouraged greater participation in classroom learning activities. In this context, it may be inferred that the Let's Read interactive platform was more effective than traditional instruction or textbook use in improving reading comprehension achievement among tenth-grade students at SMAN 1 Purwoasri.

B. Suggestion

Based on the study's results and conclusions on the impact of the Let's Read interactive platform on students' reading comprehension skills at SMAN 1 Purwoasri, the researcher would like to make numerous recommendations to students, English teachers, and future researchers. These recommendations are intended to provide practical direction for improving reading instruction and to serve as a reference for future research into the deployment of interactive learning platforms in EFL environments.

1. For Students

Students are encouraged to utilize the *Let's Read* platform not only during classroom activities but also as a supplementary learning resource outside the classroom. Since the platform provides a wide variety of reading materials with different levels of difficulty, students can use it to develop their reading habits, expand their vocabulary knowledge, and improve their reading comprehension skills independently. Furthermore, students should actively explore the features available on the platform to maximize their learning experience and become more autonomous readers.

2. For English Teachers

English teachers are encouraged to integrate the *Let's Read* platform into reading instruction as an alternative teaching medium. The findings of this study indicate that the platform can increase students' engagement, participation, and reading comprehension achievement. Therefore, teachers may combine *Let's Read* with classroom discussions, comprehension exercises, and collaborative learning activities to create a more interactive and meaningful reading environment. In addition, teachers should provide appropriate guidance in selecting reading materials that match students' proficiency levels and learning needs.

3. For Schools

Schools are recommended to support the incorporation of digital learning platforms like Let's Read into English language training. This assistance could include providing enough internet connection, technical infrastructure, and professional development opportunities for teachers. By allowing the use of educational technology in the classroom, schools can contribute to developing a more innovative learning environment and improving students' literacy development.

4. For Future Researchers

Future researchers are encouraged to conduct further studies on the implementation of *Let's Read* in different educational contexts and with larger samples. Since this study focused on tenth-grade students and primarily examined reading comprehension achievement, future studies may investigate the impact of *Let's Read* on other language skills such as vocabulary acquisition, reading motivation, reading fluency, or critical reading skills. Additionally, researchers may employ different research designs, longer treatment periods, or mixed-method approaches to gain a more

comprehensive understanding of the effectiveness of interactive reading platforms in EFL learning.