

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

1. The results of the research showed a significant improvement in students' reading comprehension after using the Readable application. The pre-test results indicated that most students were in the "Poor" and "Very Poor" categories, while the post-test demonstrated that the majority shifted into the "Good" and "Very Good" categories. These findings confirm the research hypothesis that the Readable application has a positive effect on enhancing reading comprehension among eleventh-grade students at SMA Negeri 11 Jambi City.

2. The findings support key theories in reading and digital learning, demonstrating that mobile-assisted reading tools can enhance comprehension, engagement, and vocabulary support.

#### 3. Limitations and Suggestions for Future Research

This research was limited by its small sample size (one class only) and the short treatment period, which may affect the generalizability of the findings. Future research should involve a larger and more diverse sample across different schools, extend the treatment duration, and compare the Readable application with other reading strategies or tools. In addition, further studies could explore students' motivation and engagement in greater depth to better understand how digital applications influence reading behavior.

## 5.2 Suggestion

Based on the findings of this research, several recommendations can be proposed for different stakeholders.

### 1. For Teacher and Practitioners

English teachers are encouraged to integrate the Readable Application or similar digital tools into their classroom practices. The application can serve as a supplementary medium to enhance students' reading comprehension, especially through narrative texts. Teachers should guide students in effectively using the features of the application—such as dictionary tools, translation, and comprehension quizzes—to maximize their learning outcomes.

### 2. For Schools and Stakeholders

Educational institutions and stakeholders should provide adequate support in terms of facilities and training for teachers to integrate digital learning applications. By doing so, schools can foster a more engaging and technologically enriched environment that promotes students' motivation and reading skills.

### 3. For Future Researcher

Future studies should consider involving a larger and more diverse sample to enhance the generalizability of the results. Additionally, extending the duration of the treatment would help determine the long-term effectiveness of the Readable Application in improving reading comprehension. Researchers are also encouraged to explore other aspects such as critical reading, vocabulary acquisition, and learner motivation to broaden the understanding of how digital applications support language learning.

#### 4. Addressing Limitations

Since this research was conducted within a single class and a relatively short time frame, future research should adopt alternative methodologies, such as mixed-methods approaches, to provide deeper insights into both quantitative outcomes and students' qualitative experiences. Expanding the scope to include multiple schools or grade levels would also strengthen the external validity of the findings.

