# CHAPTER V

# CONCLUSION

The conclusions from the Esphrasso website design process and the necessary evaluations are presented in this chapter, along with suggestions for further development of the website learning media project in the future. The results obtained during the research process form the conclusions that can be used as evidence of the results of the Esphrasso website design as a reading comprehension exercise.

## 5.1 Conclusion

The Esphrasso website, as a result of this project, is a website designed for learning English reading comprehension exercises for reading comprehension. This website uses the basis of question preparation based on the types of questions according to the TOEFL ITP reading comprehension skill. This website contains reading content with various themes and discussions at the A2 CEFR level. The Esphrasso website developments were made to aim to assist Diponegoro University students by improving their reading comprehension skills. It is hoped that this website will improve students' ability to find information, understand reading, and draw conclusions, not just develop new vocabulary in English.

The product of the Esphrasso website has been evaluated in every stage with the aim to make it an English learning website that focuses on proper reading comprehension. This website product may be far from perfect; however, based on the results of validation by validators and product trial assessments to Diponegoro University students as respondents, the feasibility of the Esphrasso website as a learning medium for reading comprehension exercises in the implementation stage. Based on the data from the trial results of the respondents, the use of the Esphrasso website and the level of success or suitability of the website received a feasibility value of 84.4%; then the content of the reading text and questions received a percentage of 84.5%; for the aspect of language presentation, it received a percentage of 85.0%; and lastly, in terms of the usefulness of the website, it received

a value of 86.2% and fell into the 'Very Feasible' category as a medium for learning reading comprehension exercises in English.

## 5.2 Suggestion

The author created the reading comprehension learning website Esphrasso in an attempt to assist and develop online learning materials in the form of a website. The website features reading material with a range of themes and A2 ability levels, as well as the kind and systematic arrangement of questions that adapt as in the TOEFL ITP reading comprehension exam, offering a learning experience that can assist in concentrating on reading comprehension. The questions on this page are arranged from "easy to difficult," and Table 4.1 shows the types of questions that match the TOEFL ITP questions.

The Esphrasso website has been successfully realized and tested as an English practice learning website with specific types of exercises on TOEFL ITP reading comprehension, especially since this website is made with reference to learning with CEFR A2 difficulty level. Esphrasso consists of reading texts with various themes and also multiple-choice questions, as well as interactive features such as the selection of test sets that have explanations in answering, which are useful for getting used to as well as learning; then there is an automatic score obtained when doing test preparation.

Nevertheless, this project study still has limitations in several aspects. The content of the reading material is still relatively limited in theme, and perhaps the variety of exercises or features also does not really prioritize the user's experience, because the purpose of designing the Esphrasso website is as a website that focuses on learning reading comprehension. In addition, the Esphrasso website also has limitations in its design in the form of focusing on the CEFR A2 level and reading comprehension aspects. The Esphrasso user trial was also conducted on a fairly limited scale, making it possible for this website to be concluded as a website that does not necessarily have comprehensive effectiveness.

Based on the results achieved with some limitations, the author suggests opening up space or developing this project study to a further level with the context

of further research that may be able to consider several aspects in the development of English learning media via this website, with broader aspects of focus such as structure and written expression, writing, listening, or development in terms of user interface focus, in terms of advanced CEFR levels, and even website development for learning English using a visual or audiovisual basis. So, the author hopes that Esphrasso can be a foundation or initial inspiration in designing English learning and practice media that allows for more comprehensive and interactive, then further development can answer the limitations contained in this project study and can make Esphrasso have an impression in being an interesting and effective English reading comprehension practice learning platform.