CHAPTER IV

RESULT AND DISCUSSION

4.1   Results

This section presented the outcome of the development process conducted in this final project. The final product is a web-based English learning platform named *Esphrasso*, which focused on reading comprehension at the A2 level of the Common European Framework of Reference for Languages (CEFR). The name Esphrasso inspired by a blend of the words *espresso*, representing energy and focus, and *phrase*, reflecting the language-learning aspect of the platform. The concept behind the name represented the hope that learning English can be as enjoyable and addictive as sipping a good cup of coffee, pleasant, stimulating, and part of a daily habit. This result was achieved through a series of stages including analysis, design, development, implementation, and evaluation, as discussed in the following subchapters. The platform was created in response to the need for engaging and accessible media to support non-English major students in achieving English proficiency as part of graduation requirements, particularly in the context of TOEFL ITP preparation.

Esphrasso provided two core modes for users. The first is Practice Mode, which consists of five sessions. Each session contained two short reading passages with a total of 20 multiple-choice questions. The questions focus on essential reading skills at the A2 level, such as identifying the main idea, finding specific information, making inferences, and understanding vocabulary in context. Instant feedback provided after each question, particularly for incorrect responses, along with brief explanations to support the learners' understanding. The second is Test Preparation Mode, which simulated the structure of the real TOEFL ITP reading comprehension test. There are three full test sets, each containing 40 questions. These tests are designed to be completed in one sitting to replicate a formal assessment environment, thereby encouraging focus and seriousness from users. The platform intentionally applied time restrictions and disabled retry options in the Test Mode to reinforce the

authenticity of test conditions. Simulation based TOEFL practice environments have been shown to significantly enhance learners' self-confidence and reduce test-related anxiety. For example, ETS reports that using TOEFL TestReady, which simulates real exam conditions, helped students feel more prepared, manage their time effectively, and perform optimally, leading to increased confidence during the actual TOEFL iBT test (ETS, 2024).

The website used English as its main instructional language throughout all components, including navigation menus, question instructions, feedback responses, and progress tracking. This promoted immersion and helps users become more familiar with academic English. This is supported by Liu & Zhang (2020), who emphasize that immersive online English environments promote contextualized learning and improve language retention among EFL students. The visual layout of the platform was created using Canva, ensuring a user-friendly and attractive interface. The logo was designed with Adobe Illustrator for professional appearance and branding consistency.

The website was built using standard web development tools, with XAMPP serving as the local server platform and MySQL as the database management system and hosted online via a custom domain, enabling easy access through any internet-connected device. According to Alhawiti (2017), using web-based systems in English language learning not only improves accessibility but also fosters independent learning, which is essential for students in diverse academic backgrounds. Furthermore, Kim et al. (2022) note that database-driven language platforms with self-paced access support learners' flexibility and sustained engagement in the digital learning process. The following is the development flow of the Esphrasso website based on the ADDIE model.

4.1.2 Analyze

The analyze phase in the development of Esphrasso began with comprehensive needs assessment and literature review to ensure that both the design and content of the website would effectively address the learning requirements of A2-level students preparing for the TOEFL ITP Reading Comprehension section. This process involved examining existing English learning platforms, identifying gaps

such as the lack of structured reading practice specifically aligned with the TOEFL ITP format, limited A2-level reading content, and minimal test simulation features accessible to non-English majors. These findings were drawn from platforms like *espressoenglish.net*, *bestmytest.com*, and the official ETS sample page, which tend to focus either on general English or higher-level test prep without targeting the A2 proficiency level. Based on those gaps, the analysis then defined the specific features necessary to create an engaging, accessible, and pedagogically sound learning environment.

In the website design process, the focus was on creating a user-friendly and visually appealing interface that would lower barriers to entry for learners who might be unfamiliar or anxious about digital learning platforms. The visual layout was developed using Canva, prioritizing clarity, simplicity, and consistency to minimize cognitive load and help users navigate the platform with ease. The color scheme and iconography were chosen to evoke a sense of energy and focus, in line with the brand's identity, while also ensuring accessibility for users with varying visual preferences. The website structure was organized into several key navigation menus: Login, Home, Start to Learn (which includes both Practice and Test Preparation modes), About Us, Test Guide, and Logout. This structure was intentionally designed to mirror the logical flow of a learning journey, from initial access and orientation to active engagement with learning materials and assessment.

To further strengthen the design references and ensure the platform met current standards in educational technology, the analysis also involved a comparative review of several established English learning websites. Notably, platforms such as *espressoenglish.net*, the official TOEFL ITP sample questions page by ETS, and *bestmytest.com* were examined for their approaches to layout, navigation, and content delivery. By analyzing these websites, inspiration was drawn from their intuitive user interfaces, clear organization of learning materials, and the way they present reading comprehension exercises in an accessible format.
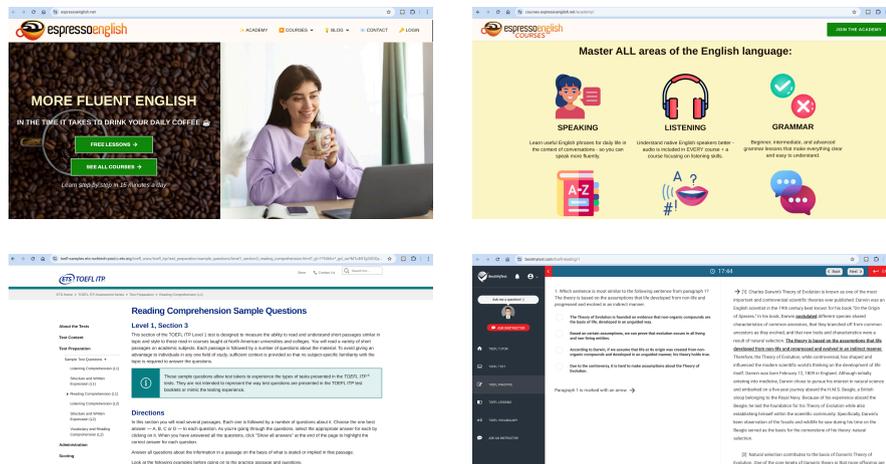
Figure 4.1 English Learning Website References

This benchmarking process helped identify best practices and innovative features that could be adapted and integrated into Esphrasso, ensuring the final design is both modern and effective for A2-level learners.

According to Alhawiti (2017), clear and intuitive navigation is essential in web-based language learning environments, as it supported independent exploration and sustained engagement. The content of Esphrasso was meticulously curated to align with the A2 level of the CEFR and the specific demands of the TOEFL ITP Reading Comprehension section. Each part of the website, Practice Only Mode, Test Preparation Mode, Test Guide, and About Us was developed based on references from actual TOEFL ITP reading samples, CEFR level A2 descriptors, and readability checks using ReadabilityFormulas.com to ensure appropriate difficulty. Practice Mode includes short texts and questions that match A2 reading skills (e.g., scanning for detail, identifying main ideas), while Test Preparation Mode mirrors the TOEFL ITP format with time constraints. The Test Guide was created to help users understand question types based on Phillips (2008), and the About Us page introduces the platform's purpose and features using simple, beginner-friendly language.

In Practice Only Mode, users are presented with 5 sessions, each containing 2 short reading passages and a total of 20 multiple-choice questions. These questions are designed to target fundamental reading skills for A2 learners, such as identifying main ideas, locating specific information, making simple inferences, and

understanding vocabulary in context. Sample practice questions include short texts about everyday situations, followed by questions like "What is the main idea of the passage?" or "What does the word 'they' refer to in the second sentence?" This approach is supported by research from Auta et al. (2023), who highlight that practice with authentic, level-appropriate texts is critical in developing reading comprehension skills among EFL learners. Test Preparation Mode simulates the actual TOEFL ITP Reading Comprehension section, providing 3 full-length test sets with 40 questions each. The implementation of time limits and the removal of retry options in this mode are deliberate, aiming to replicate real test conditions and foster test-taking discipline. Simulation-based activities have been shown to significantly boost learners' confidence and motivation in language learning contexts. For example, a study by Tonkonoh et al. (2023) found that simulation exercises in foreign language education significantly improved students' communicative competence, motivation, and self-confidence.

The instructional language throughout the platform is English, which supports immersion and helps users build familiarity with the type of academic English used in standardized tests. Liu & Zhang (2020) argue that immersive online environments promote contextualized learning and improve language retention, especially for EFL (English for Foreign Language) students. Beyond the core learning modes, the platform also includes an About Us section to introduce the development team and platform objectives, a Test Guide to provide instructions and tips for effective use, and a Logout feature to ensure user data security. The backend was developed using XAMPP and MySQL, and the website is hosted on a custom domain for easy access from any internet-connected device. Kim et al. (2022) note that database-driven, self-paced platforms are particularly effective for supporting learner flexibility and long-term engagement.

Through this integrated approach to design and content development, Esphrasso aimed to provide a comprehensive, accessible, and motivating learning experience for A2-level students, directly supported their preparation for the TOEFL ITP Reading Comprehension section and helped them meet academic requirements with greater confidence and competence.

4.1.3 Design

The next stage is the design phase, where the initial step involved creating a system blueprint for the website using an activity diagram. This diagram was developed to accurately represent the content flow of processes and user interactions within Esphrasso, ensured that each component aligns with the needs and requirements identified during the analysis phase. The menu structure and user interface layouts were carefully planned to provide an intuitive experience for users. The resulting design served as a foundation for the platform's subsequent development with each element tailored to support effective learning and ease of navigation. The following is the activity diagram created for the Esphrasso website.

1. Activity Diagram

The activity diagram illustrated the sequence of actions and interactions between the user and the Esphrasso website. It visualized the user journey across key features, ensuring all steps are logically organized and aligned with the learning objectives. Below are the activity diagrams for the key menus available on the Esphrasso website.
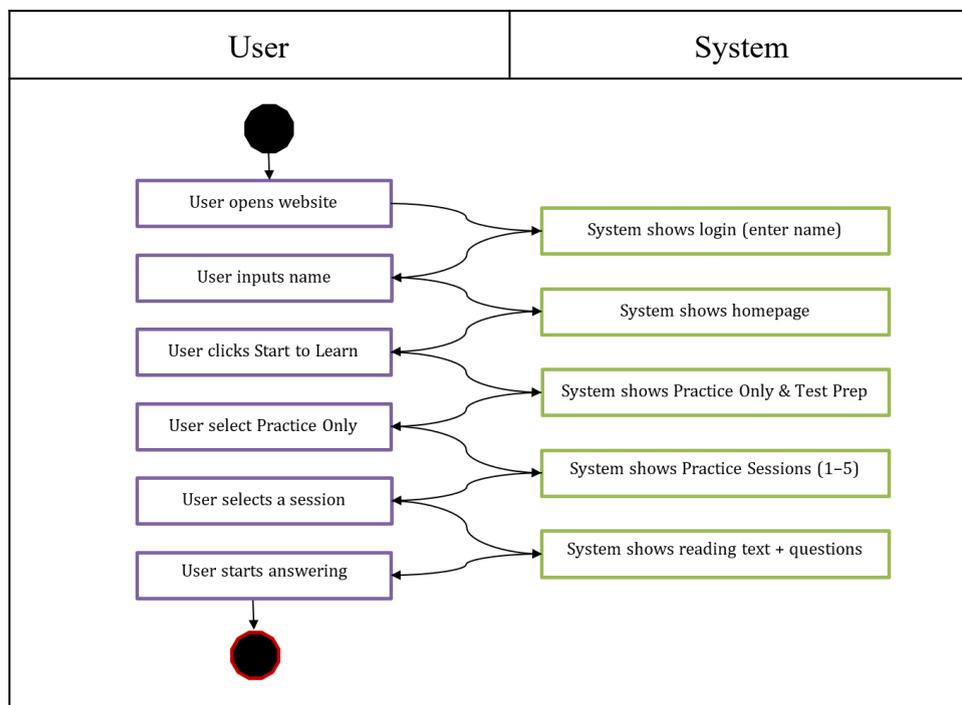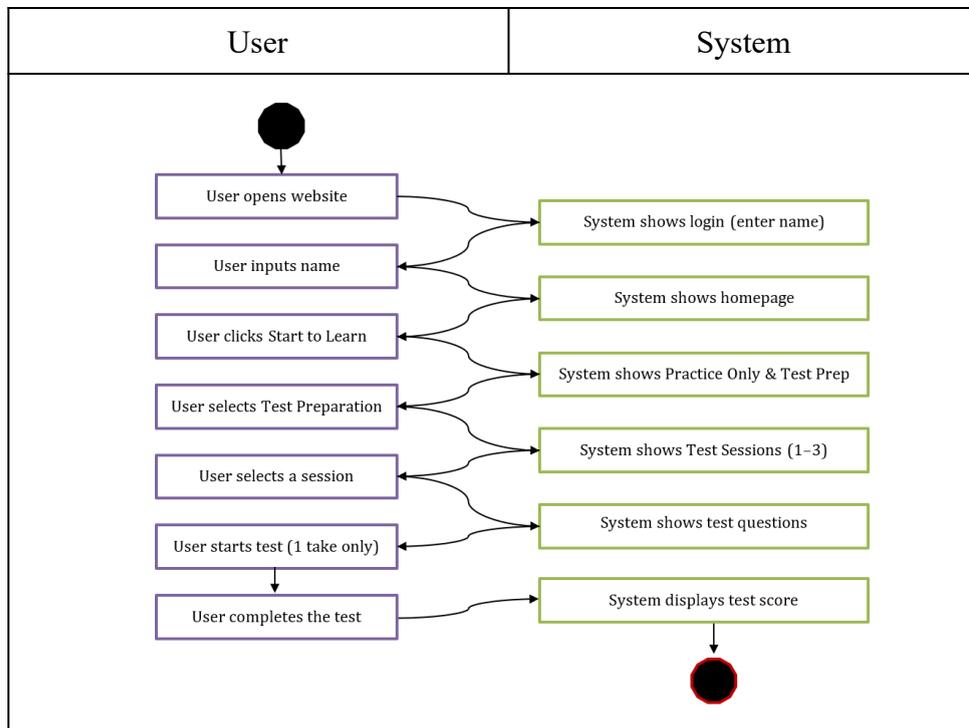

Figure 4.2 Activity Diagram - Practice Only Menu

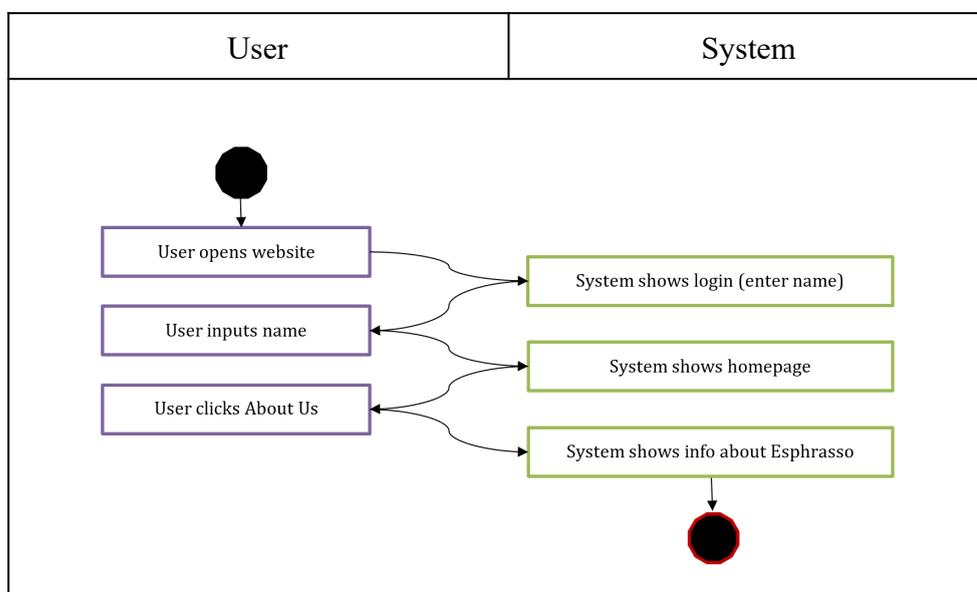Figure 4.3 Activity Diagram - Test Preparation Menu

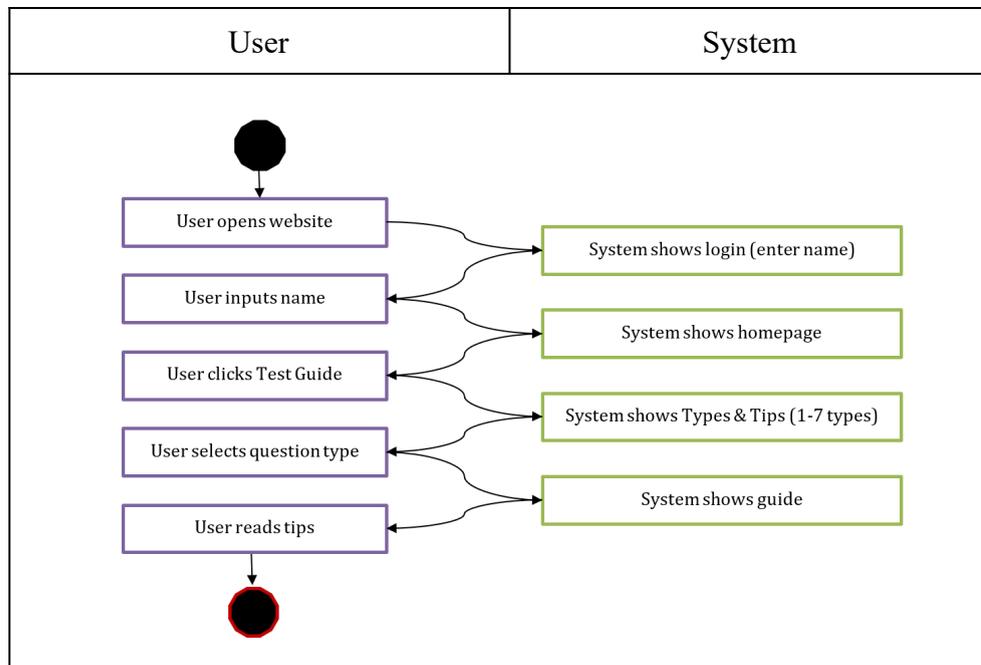Figure 4.4 Activity Diagram - About Us Menu

Figure 4.5 Activity Diagram - Test Guide Menu

2. Menu Structure Design

The menu is a list of commands in a digital product that, when selected, will execute specific functions in the application. The menu structure of the Esphrasso website is designed to help users easily navigate the platform and access its main features. After entering the website, users are first directed to a login page where they are required to input their name. Once submitted, they are taken to the homepage that serves as the central navigation interface. The homepage displays several menus, including Start to Learn, which contains two key learning features: Practice Only and Test Preparation. In addition, there is an About Us page explaining the purpose and background of Esphrasso, and a Test Guide menu which introduces 7 types of reading comprehension questions along with tips to answer them. Lastly, the Logout button allows users to safely exit the website. Each menu was developed to support users in learning English reading comprehension at CEFR A2 level. The menu structure design of the Esphrasso website can be seen in the following figure.
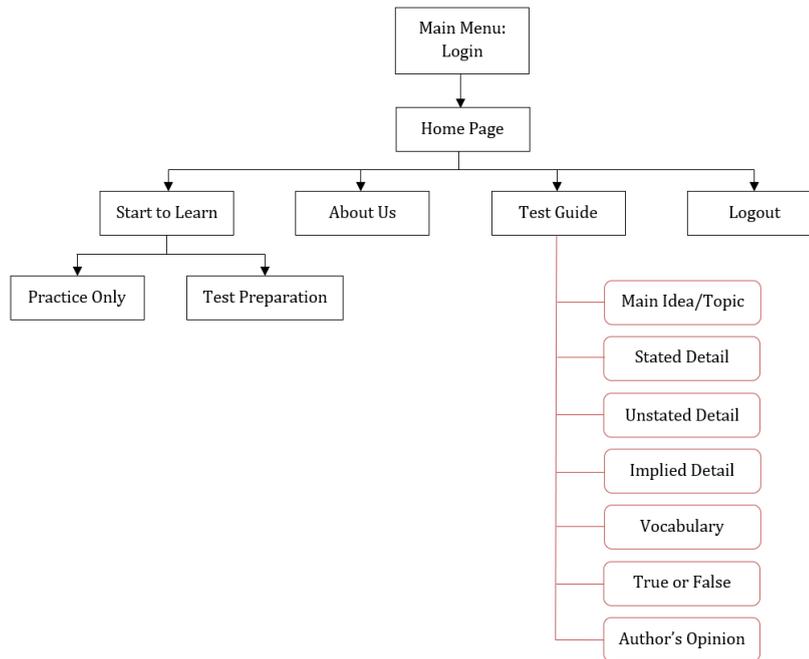
Figure 4.6 Website Menu Structure Design

3. Interface Design

The user interface design referred to the visual layout of a digital platform, serving as a communication bridge between the system and the users. In the *Esphrasso* website, the interface is designed to be simple, user-friendly, and accessible, especially for learners at the CEFR A2 level. The interface included login page, home page, start to learn page: practice only and test preparation, about us page, and test guide page: 7 types of questions. The following below is each interface structured to support intuitive navigation and enhance the learning experience.
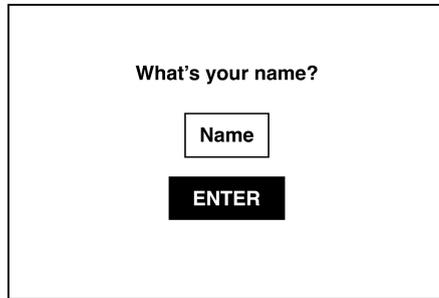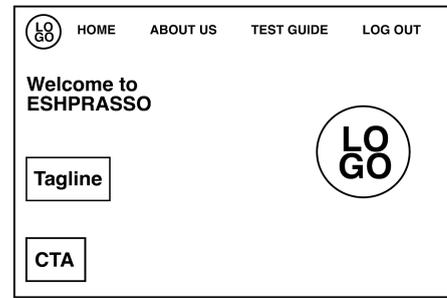
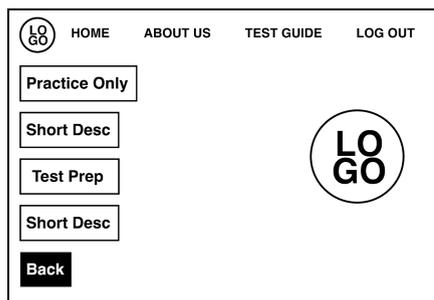Figure 4.7 Login Menu   Figure 4.8 Home Page

Figure 4.9 Start To Learn Page
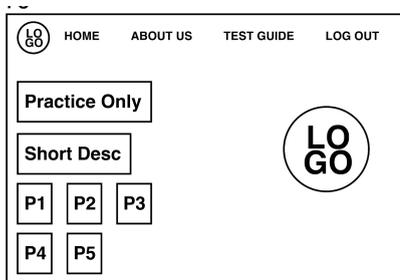
Figure 4.10 Practice Only   Figure 4.11 Test Preparation
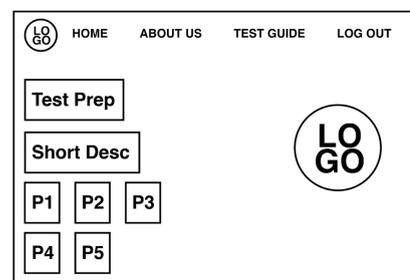
Each interface component was carefully designed to align the needs of beginner-level users. The Login Menu (Figure 4.7) is the first screen that asks for the user's name, which provides a simple way to access the platform. The Home Page (Figure 4.8) welcomes users with a tagline, Call To Action (CTA) button, and clear navigation bar linking to other main sections: About Us, Test Guide, and Log Out. The Start to Learn Page (Figure 4.9) provides two main pathways: "Practice Only" and "Test Preparation", each include a brief description and accessible layout. In the Practice Only interface (Figure 4.10), users can choose from five organized reading exercises labeled Practice 1 to Practice 5. This structure is mirrored on the Test

Preparation page (Figure 4.11), where users can access a different set of exercises to simulate real test activities.
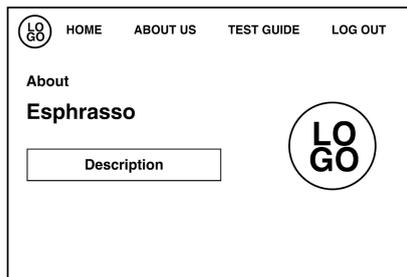
Figure 4.12 About Us Page
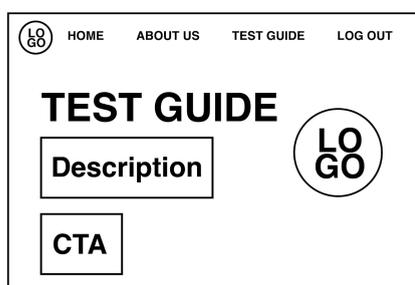
Figure 4.13 Test Guide Page   Figure 4.14 Types of Questions
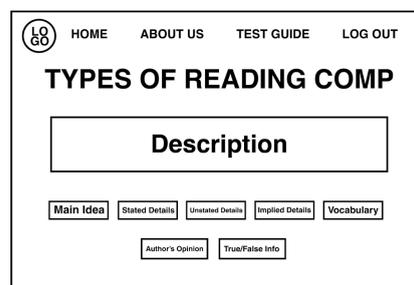
The final interface sections, About Us, Test Guide, and the Types of Questions pages, follow similar formatting, emphasizing simple design, short descriptions, and consistent navigation to ensure users' attention to focused on the reading materials and other content without distraction.

Once all the interface structured was completed, an evaluation phase was carried out to ensure the interface elements including the activity diagram, menu structure, and visual layout aligned with the results of the earlier analysis stage. Based on this evaluation, it was concluded that the Esphrasso website offers essential features that support its intended function. One of the most valuable aspects of the site is its ability to present structured reading materials in the form of interactive practice and test modules. In addition, the platform provided users with clear feedback and accessible learning paths tailored to A2-level readers. Therefore, the interface and menu structure were found to be in line with the objectives of the project and are considered sufficient to meet the needs of the users.

4.1.4 Development

1.   Website Menu Content Development

In developing the content of the Esphrasso website, the process was carried out in a structured and learner-oriented manner to ensure the materials align with the needs of English language learners at the CEFR A2 level. Each menu and its content were carefully planned to provide accessibility, clarity and a supportive learning experience. The menu structure included 4 main sections accessible from the homepage after login: Start to Learn, About Us, Test Guide, and Logout.

Under the Start to Learn menu, there are two main learning pathways: *Practice Only* and *Test Preparation*. The *Practice Only* feature consists of five sessions, each containing two reading texts and twenty multiple-choice questions. This section was intentionally designed with more sessions to give users a wider range of reading comprehension practice opportunities. Each question included immediate feedback with explanations of the correct answer, allowing learners to reflect on their mistakes and improve their comprehension step by step.

Meanwhile, the *Test Preparation* menu offers three test sessions, structured to simulate a real test experience. Each session is a one-time attempt consisted of forty questions. This section functioned as a self-assessment tool that supports learners in measuring their estimated English reading comprehension ability after going through sufficient practice. It also helped them become more familiar with the format and level of questions they might encounter in official exams like TOEFL ITP.

In addition, the Test Guide page provides useful academic insight into the seven common types of reading comprehension questions often found in standardized English tests. These include: main idea/topic, stated detail, unstated detail, implied detail, vocabulary (synonyms and antonyms), true or false, and author's opinion. Each type is clearly explained in simple terms, accompanied by typical question examples and effective answering tips. These tips were written based on the writer's own experience in studying and teaching English, making them practical, relevant, and easy to apply. The aim is to help users understand not only what to expect in a reading test, but how to approach each type of question with confidence.
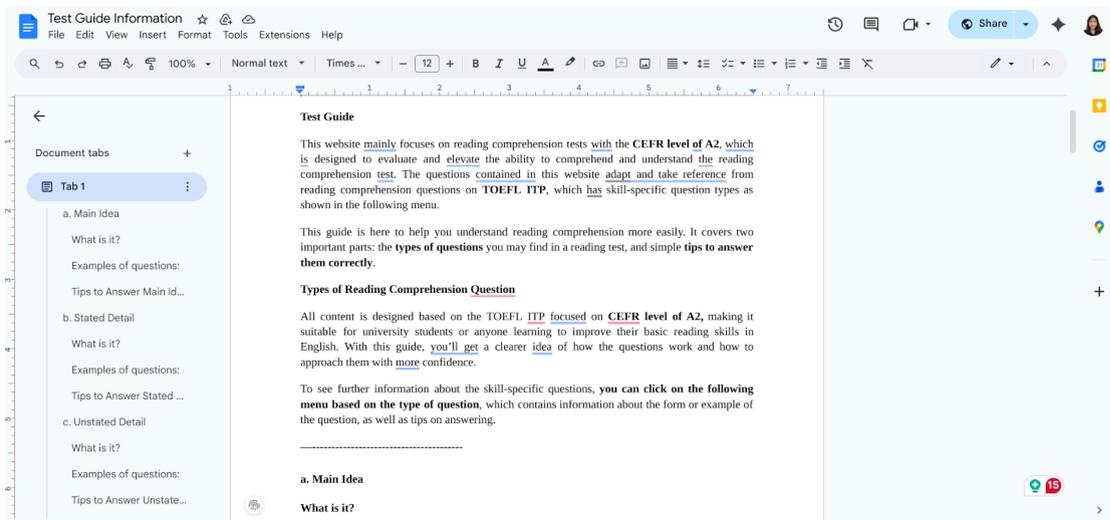
Figure 4.15 Content Writing Process of Test Guide Menu

The figure above showed the process of writing and developing the content for the Test Guide page. Each section was designed with careful attention to clarity and usefulness, starting from identifying the question types, drafting definitions and examples, to formulating practical tips for answering. This visual showed how the writer structured the material step by step to ensure it would be informative yet easy to understand for users at the A2 level. The development was based not only on references from standardized English tests like TOEFL ITP, but also from the writer's own learning and teaching experiences. Through this process, the Test Guide page was built to be more than just an informative section, it became a supportive feature that helps users become more confident in facing various reading question types.

The About Us section introduced a short brief but informative content about Esphrasso website, including the origin of its name, which combined the words "espresso" and "phrase" symbolizing that learning English can be as enjoyable and addictive as drinking coffee. It also explained the purpose of the website as an English learning tool focused on reading comprehension.

All reading texts, questions, answer keys, and explanations were developed with careful attention to CEFR A2 level standards, especially in terms of vocabulary and sentence structure. Throughout the development process, the content was continuously reviewed to ensure it is both supportive and motivating for early-level English learners. In the end, Esphrasso is expected to provide not only a learning

platform, but a meaningful experience that helps users improve their reading skills in a fun and effective way.

2.   Visual Asset and Interface Design Development

The next step in the development phase involved creating visual assets to be used within the website. These assets included the website logo and various visual designs for several pages, such as the home page cover, start to learn page, practice and test preparation pages, about us page, test guide page, and the individual pages for each question type. The first step was collecting visual references and sketches relevant to the concept of *Esphrasso*, particularly illustrations related to coffee, as the name itself is inspired by the word *espresso*. One reference image of a coffee cup was selected as the basis for developing the logo illustration in the following bellow.

Figure 4.16 Coffee Cup Reference for Esphrasso Logo

Based on this reference, the author created a custom illustration for the logo. The illustration process was supported by the author's relative, who works professionally as a graphic designer. The illustration was created using Adobe Illustrator on a MacBook device. The color palette was chosen to reflect the theme of coffee, using mostly warm brown tones. The cup in the illustration was designed with a cheerful facial expression to give it a friendly and inviting look. Below is the visual process of the illustration and color selection for the Esphrasso logo.

Figure 4.17 Esphrasso Logo Illustration Process

Together with the splash of coffee from the cup, the character's cheerful expression and playful gesture, not only enhance its visual appeal but also reflect the spirit of learning that is both dynamic and enjoyable, which is exactly what Esphrasso aims to provide. This finalized version of the logo captures the essence of the website: a friendly, accessible, and motivating digital space for English reading comprehension practice. The logo contributed to creating a powerful and memorable brand image that resonates with the website's intended purpose and target users. The final version of the Esphrasso logo is presented below.

Figure 4.18 Esphrasso Logo Final Result

In addition to the logo, the visual interface design for several key pages of the Esphrasso website was also developed. These included the home page cover, the start to learn page, practice and test preparation pages, about us page, test guide page, as

well as each of the seven question types. The designs were created using Canva, a user-friendly design platform that allowed for efficient visual composition.

Each page was designed to reflect the brand identity of *Esphrasso*, warm, friendly, and easy to navigate. The color scheme, typography, and layout structure were chosen to maintain consistency with the logo and overall coffee-inspired theme. For example, soft browns and beige tones were applied to the background and button elements, while simple icons and intuitive labels were used to guide users smoothly through the interface.

This visual direction aimed to enhance user experience by making the platform not only visually appealing but also comfortable to use, especially for A2-level learners. The interface was kept clean and minimal to avoid overwhelming users, ensuring the focus remained on the reading content and interactive features provided on each page. After all visual design needs are completed, the next step was to convert the design concept into the actual website interfaces. The design was implemented with attention to detail, ensuring that all elements, from page layout to navigation buttons, reflected the intended user experience and aesthetic values of the Esphrasso brand. Some illustration of the pages visual design that shows the finished product's overall appearance is provided below.
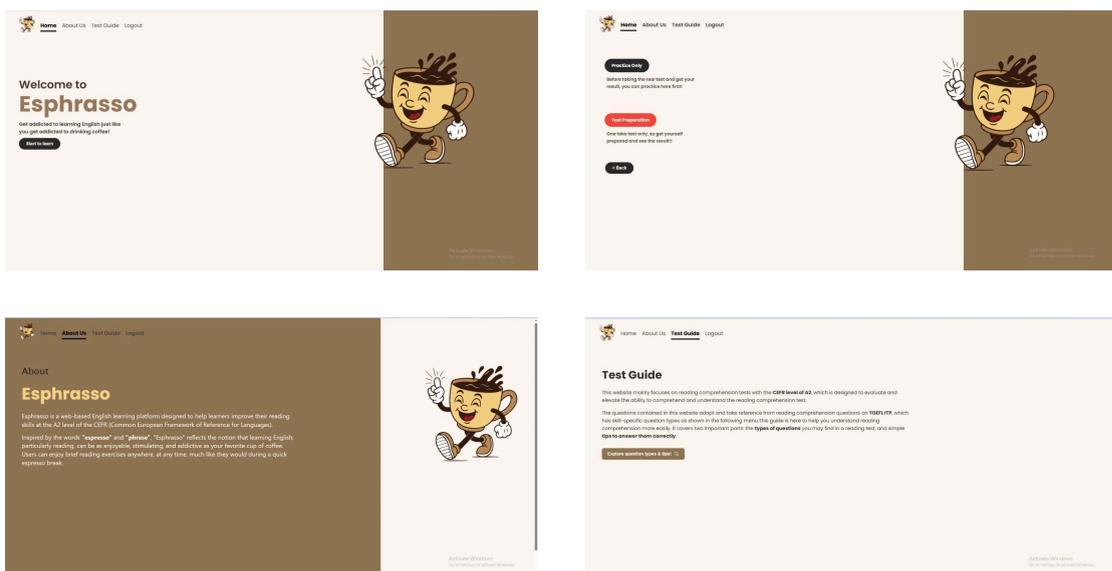

Figure 4.19 Website Pages Visual Design Illustration

4.1.5 Implementation

The implementation stage served as the final phase in evaluating the feasibility, clarity, and overall quality of the Esphrasso website as a digital learning product. This phase involved two essential aspects: product validation and direct user trials. These two steps were taken to make sure that the features, interface, and content of the website aligned with the intended learning objectives and effectively supported students in learning and practicing English reading comprehension based on the TOEFL ITP at the CEFR A2 Level.

1. Product Validity Aspects

The product validation process focused on evaluating the Esphrasso website, including its interface design, reading and questions materials. The assessment was conducted using a validation instrument table by the validator, which evaluated various aspects of the website such as ease of use, interface visual design, and reading and questions content assesment. This validation was carried out by the final project supervisor, Mr. Aditya Nur Patria, S.Hum., M.App.Ling., who is a validator as well as an Applied Foreign Language supervisor from Diponegoro University. He reviewed the Esphrasso website comprehensively from its interface design and navigation flow, to the appropriateness of the English reading content provided for CEFR A2-level learners. The following table presents the results of the expert validation based on the assessment form provided.

Table 4.1 Validation Instrument Table

No	Aspects of Assessment	Assessment Score			
		1	2	3	4
Ease of Use					
1.	The website can be accessed easily				V
2.	The website can be operated easily				V
3.	Media activities can run optimally			V	

4.	The navigation features match the specifications that have been set		V
5.	The navigation menu's responsiveness when pressed		V
Visual Appearance			
1.	The design and appearance of the website are simple and appealing	V	
2.	The suitability of the interface layout and ease of navigation on the website	V	
3.	The neatness of the text and the content presented		V
4.	The relevance of color palette selection to website design concepts		V
5.	Accuracy in determining font type and size		V
Language Assessment			
1.	The language used on the website is easy to understand.		V
2.	The use of grammar in stories and questions is easy to understand		V
3.	The language style contained in the practice and test questions can be easily understood, not complicated.	V	
4.	Consistent and correct use of punctuation.		V
5.	The content contained in the website uses a variety of expressions, and is not monotonous.		V
Content (Reading and Questions) Assessment			
1.	The presentation of stories and questions is clear and understandable.		V
2.	The content contained in this website provides added value (such as adding new insights).	V	
3.	The questions on the website resemble the kinds of reading comprehension questions on the TOEFL ITP.	V	
4.	The practice's explanations can aid users in comprehending questions.		V
5.	This Esphrasso website offers interactive features,		V

	including quizzes and practice questions with explanations.
Comment and Suggestions	
	Add more information about the test and types of questions that test takes after face in the test

The rubric applied a four-point scale ranging from 1 (strongly disagree) to 4 (strongly agree). Based on the final scores presented in the validation table, Esphrasso achieved a total score of 77 out of 84, reflecting a strong degree of feasibility and alignment with the intended educational objectives.

2. User Trial Aspects

To evaluate the effectiveness and usability of the Esphrasso website, an user trial was conducted involving Diponegoro University students of non-English study programs. This stage focused to gather user feedback on various aspects of the website such as the website interface usability, content of the reading materials and practice questions, language used, and overall impressions of Esphrasso as a platform for independent reading comprehension practice based on TOEFL ITP at the CEFR A2 level. The trial was designed to assess whether the website could function as a suitable practice learning tool, especially for Diponegoro University students outside English study programs. This user trial involved 30 respondents in total. The respondents came from various study programs, including Business Administration (1 person), Public Administration (1), Agribusiness (1), Social Anthropology (1), Applied Foreign Language: Japanese concentration (6), Islamic Economics (1), Information and Public Relations (7), Logistics Management and Administration (3), Psychology (1), Computer Engineering (1), Environmental Engineering (1), Civil Engineering (1), Architecture (1), and Industrial Chemical Engineering Technology (3). The following chart shows how participants were distributed by their study programs.
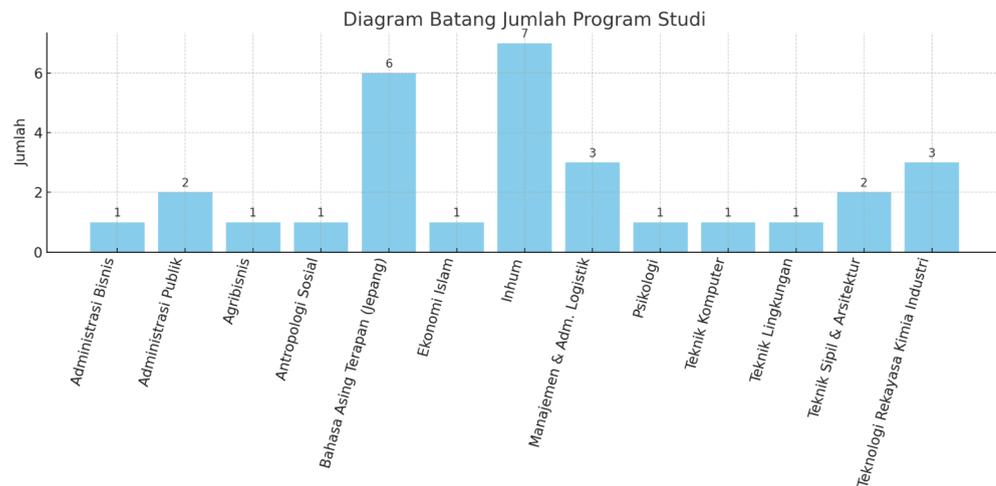
Figure 4.20 Diagram Chart of Students' Study Programs

The trial process was carried out through online questionnaire embedded in a Google Form, which also contained a link to the Esphrasso website. The online questionnaire was distributed via Instagam and WhatsApp to reach a large and relevant group of respondents. Each respondent had to read and accept a data collection agreement before they could begin answering the questionnaire. They also had to provide their full name, age, institution, study program, year of entry, and any prior certifications they may have had in English language proficiency, along with the scores obtained.

After completing this preliminary information, respondents were instructed to access and explore the Esphrasso website before moving on to the next form section. They were then asked to fill in the evaluation form containing several indicators across four key areas: website design and interface (7 indicators), reading content and question quality (5 indicators), clarity and appropriateness of the language used (5 indicators), and the perceived benefits of the website (7 indicators). Each statement was rated on a four-point Likert scale: Strongly Disagree, Disagree, Agree, and Strongly Agree. The total results of the user trial are presented based on the four assessment aspects below.

Table 4.2 User Feasibility Test Results Table

Respondent	Total of Aspect 1	Total of Aspect 2	Total of Aspect 3	Total of Aspect 4	Total	Max Score	Percentage
R1	24	17	15	23	79	96	82.3%
R2	22	14	15	21	72	96	75.0%
R3	23	16	15	22	76	96	79.2%
R4	21	15	15	21	72	96	75.0%
R5	27	18	16	27	88	96	91.7%
R6	28	20	20	28	96	96	100.0%
R7	27	18	20	28	93	96	96.9%
R8	27	19	19	28	93	96	96.9%
R9	20	13	15	21	69	96	71.9%
R10	28	20	19	28	95	96	99.0%
R11	19	15	15	21	70	96	72.9%
R12	22	17	15	21	75	96	78.1%
R13	23	16	18	20	77	96	80.2%
R14	25	16	16	22	79	96	82.3%
R15	28	17	19	28	92	96	95.8%
R16	25	19	19	26	89	96	92.7%
R17	28	20	20	26	94	96	97.9%
R18	28	18	19	28	93	96	96.9%
R19	26	18	19	25	88	96	91.7%
R20	28	20	18	26	92	96	95.8%
R21	15	13	15	21	64	96	66.7%
R22	27	18	19	26	90	96	93.8%
R23	21	15	14	21	71	96	74.0%

R24	21	17	15	24	77	96	80.2%
R25	27	17	18	25	87	96	90.6%
R26	25	16	18	26	85	96	88.5%
R27	19	15	14	21	69	96	71.9%
R28	21	15	15	21	72	96	75.0%
R29	23	15	15	21	74	96	77.1%
R30	28	20	20	28	96	96	100.0%

Table 4.3 User Feasibility Test Results by Aspect

No	Assessed Aspect	Score Result	Ideal Score	Feasibility Percentage
1	Website Success	726	840	84.4%
2	Content (Reading and Question) Assessment	507	600	84.5%
3	Language Assessment	510	600	85.0%
4	Benefits	724	840	86.2%
Average Score				85.0%

Based on Table 4.2, which showed the results of individual user testing involving Diponegoro University students from non-English study programs, the reported feasibility percentages vary, with the highest being 100% and the lowest at 66.7%. The overall feasibility assessment from users as respondents for each assessed aspect is shown in Table 4.3. In the aspect of website success, which includes ease of use, smooth access, and feature suitability, the website achieved a score of 726 out of a maximum possible 840, or a feasibility percentage of 84.4%, placing it in the "highly feasible" category. The aspect of content (reading and questions) assessment achieved a score 507 out of 600, or a feasibility percentage of 84.5%, placing it in the "highly feasible" category. The language assessment achieved a score 510 out of 600, or a feasibility percentage of 85.0%, placing it in the "highly feasible" category. Lastly, the benefits aspect achieved a score 724 out of 840, or a feasibility score of 86.2%, once again categorized as "highly feasible".

From these findings, it can be concluded that based on the average scores and percentages across all four aspects, the Esphrasso website is considered "highly

feasible" and suitable as a digital learning tool for practicing English reading comprehension at the A2 CEFR level, particularly focused on TOEFL ITP-style preparation. In addition, several respondents also gave written feedback highlighting that the content was helpful in improving their understanding of reading texts and that the website interface was easy to navigate.

4.1.6 Evaluation

Once all the needs planning was fulfilled, an evaluation was carried out to ensure that the features, interface, and content of the Esphrasso website truly matched the intended objectives and the context of its use. The evaluation focused on how well the platform addressed the needs of A2-level learners preparing for the TOEFL ITP Reading Comprehension section, including the clarity of navigation, the effectiveness of both practice and test modes, the relevance of reading materials, and the user experience across different devices. The results indicated that Esphrasso successfully provided interactive reading practice and authentic test simulations in a format that was accessible and engaging for non-English major students. The platform operated smoothly online, with a responsive design that allowed users to access all content from any internet-connected device without significant technical issues. Furthermore, the developed content and features were consistent with the initial aim of supporting independent and flexible learning, helping students reach the required English proficiency standard. As part of the revision process, feedback from the academic supervisor also suggested the addition of a *Test Guide* feature to further assist users in understanding the types of reading comprehension questions commonly found in TOEFL ITP. This recommendation was taken into consideration, and the *Test Guide* menu was developed and integrated into the final product. Therefore, the evaluation demonstrated that the final product was not only feasible and practical for its target users but also effectively addressed the main challenges identified during the initial analysis, ultimately fulfilling the objectives of this final project.

4.2 Discussion

This final project presented the design and content development of a digital learning product in the form of the Esphrasso website, which was specifically designed to support students in improving their English reading comprehension skills at the CEFR A2 Level. The platform aligned with the structure of the TOEFL ITP reading section, which has been selected as the reference due to its relevance as an officially recognized measure of English proficiency. This is line with academic completion requirements by Diponegoro University as stated in Peraturan Rektor Nomor 4 Tahun 2020, Nomor 7 Tahun 2024, and Nomor 22 Tahun 2024, where students are required to present a valid TOEFL certificate as part of their academic completion process.

This final project is also an innovative development of several previous studies. Research related to digital learning websites, one of which is by Nguyen and Boers (2021) highlight the importance of *interactive digital media* in enhancing reading comprehension among A2-level learners. In their study, interactive digital media is characterized by several key aspects: (1) the integration of multimedia elements (such as audio, video, and animations), (2) learner-controlled navigation paths, and (3) adaptive feedback that adjusts to learners' performance. These components are designed to increase engagement, autonomy, and the contextualization of reading materials, which in turn can improve comprehension outcomes. When compared to the Esphrasso platform developed in this project, it can be acknowledged that while the website incorporates certain digital elements such as instant feedback and structured reading activities, it does not fully meet the criteria of interactive digital media as defined by Nguyen and Boers (2021). For instance, Esphrasso does not feature multimedia tools such as audio narration, animations, or video explanations that could appeal to different learning styles. Additionally, the feedback provided is static and does not adapt to user performance across sessions.

This limitation, however, is intentional. The core objective of Esphrasso is to simulate the conditions of the TOEFL ITP reading comprehension section in a controlled and test-oriented environment. Excessive interactivity or multimedia input could potentially distract users from focusing on the main skill being assessed,

reading comprehension under time constraints. Moreover, the minimalistic interface is purposefully designed to reduce cognitive overload and maintain alignment with the test format. In light of this comparison, it can be concluded that while Esphrasso may not represent a fully interactive digital platform, its current structure is appropriate for its specific educational context. Nevertheless, future development may consider incorporating selected interactive features such as voice-over instructions, glossary pop-ups, or animated reading guides, that enhance engagement without compromising test fidelity.

To reinforce this focused and streamlined user experience, the design phase of *Esphrasso* began with determining the structure of the pages and navigation system. The homepage was designed with a clean and simple appearance, featuring main menus such as Home, About, Reading Lessons, and Practice, all of which are directed toward supporting reading-based learning activities. The choice of a minimalist visual style, the use of brown as the primary background color, and clear, readable fonts aim to help users stay focused on the reading content without excessive visual distractions. Visual elements such as simple icons, a two-column layout, and straightforward navigation were intentionally designed to assist beginner users in navigating the website without confusion. The website also includes a Practice menu that allows users to complete exercises directly within the web page, equipped with multiple-choice buttons and short feedback explanation.

Overall, *Esphrasso* can be categorized as a user-friendly learning website. Its intuitive interface, clear menu structure, and strong accessibility across various devices make the website easy to use for students from diverse backgrounds, without requiring advanced technological skills. According to Al-Azawei, Parslow, and Lundqvist (2017), interface simplicity and ease of use are key factors that enhance user engagement and effectiveness in online learning. This aligns with the findings of Sun, Tsai, Finger, Chen, and Yeh (2008), who highlight that a well-structured and clean layout in e-learning systems enhances learner autonomy and satisfaction. Furthermore, Moreover, Faudzi et al. (2024) demonstrate that minimalist interface design significantly reduces extraneous cognitive load, thereby improving learner focus and processing benefits particularly relevant for beginner learners.

The website was evaluated based on four aspects: website success, content (reading and questions), language presentation, and benefits. Across these aspects, it received an average feasibility percentage of 85.0%, which places it in the "highly feasible" category for use (Arikunto, 2010). The website success aspect reflects that the layout, navigation, and page structure are well-suited for beginner users. The content (reading and questions) are aligned with A2-level materials and closely follow the style and format of the TOEFL ITP. The language presentation, the texts and instructions are delivered using clear and simple language appropriate for the users' basic proficiency level. And the benefits aspect received the highest percentage, indicating that the platform significantly supports independent learning, particularly in reading comprehension. This suggests that the website is appropriate to support learning objectives and effectively enhance students' motivation, especially for non-English major learners preparing for the TOEFL ITP.