

CHAPTER V

CONCLUSIONS AND DISCUSSIONS

5.1 Conclusion

Esphrasso website is an output product from this final project as a web-based digital learning media that focuses on developing reading comprehension skills with CEFR level A2 standards, by adapting the format and style of Reading TOEFL ITP questions in a simple and structured manner. It is expected to increase students' learning independence and readiness to face English language proficiency tests, as well as provide a comfortable, easy-to-understand, and user-friendly user experience through attractive visual displays and good accessibility. The website was developed using the ADDIE model to ensure that each process from Analysis, Design, Development, Implementation, and Evaluation was aligned with the objectives of the project and user needs.

The result from Esphrasso website has gone through several stages to become a feasible English learning platform. Its effectiveness and feasibility in improving reading comprehension skills as well as independent learning motivation among non-English major students have been validated by validator and users feedback during the implementation stage. The average feasibility score reached 85.0%, claiming it in the "Highly Feasible" category as a digital platform to support students practicing and understanding English reading texts with the TOEFL ITP framework. These results confirm that Esphrasso website can be considered a well-designed, useful, and supportive tool to help learners studying and preparing for English reading comprehension tests, particularly those at the A2 level.

5.2 Suggestions

The development of the Esphrasso website offers a practical solution for supporting learned with reading comprehension at A2 CEFR level, particularly those who are preparing for TOEFL-ITP style questions. Even while the current version has achieved its core objective of providing organized reading practice through accessible and user-friendly features, further improvements can still be made.

However, this final project does have certain drawbacks. Only 30 Diponegoro University students from non-English majors as respondents participated in the implementation phase. Because of this, even though the results are encouraging and positive, they might not be fully reflect the broader population of A2-level learners. Therefore, interpretations of feasibility and effectiveness should be made carefully, as different learner groups might give varied responses.

In order to obtain more varied responses, future researchers may consider expanding the scope by targeting learners from different institutions or by raising the number of respondents. To further develop the Esphrasso website, it is recommended to make reading texts and questions explanations more consistent and clear. Adding a simple progress-tracking feature that showing the user's highest test score or the practice sessions they have completed, it could help learners track their progress across sessions. Furthermore, providing a downloadable guide that summarizes the types of questions and answering tips could support more effective independent learning. Lastly, future updates could consider expanding the question bank to provide more variety while still aligning with the CEFR A2 level.