

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusion

Teacher planning process for reading learning by integrating digital technology into lesson design. One of the English teachers at SMAN 1 Blitar chose the appropriate platforms, namely Let's Read Asia, Newsela, and CommonLit to align digital materials with students' reading levels, interests, and curriculum. The planning process also involved setting clear learning objectives, preparing interactive content, and anticipating potential challenges related to digital access. This shows that teachers are proactive and focused in designing a reading program integrated with technology.

At the implementation stage, the teacher acts as a facilitator, guiding students through the reading process using various digital platforms. Lessons are designed to be interactive, encouraging students to explore text enriched with multimedia elements such as images. The students are given tasks that require critical thinking and collaboration while engaging with digital reading materials. This method not only improved their reading comprehension, but also increased their participation and motivation.

Regarding evaluation, teachers use formative and summative assessment methods through digital tools. Quizzes, comprehension questions, student reflections and oral feedback are used to monitor and assess student understanding. The use of digital platforms makes it possible to view efficient progress and provide immediate feedback, supporting continuous learning. These evaluation practices

align with the digital instructional approach and highlight teachers' adaptability in utilizing technology in reading instruction.

Finally, the study revealed some challenges in implementing digital technology for reading instruction. These include limited access to devices, internet connection and differences in students' digital literacy skills. Despite these difficulties, teachers responded with practical solutions, such as organizing group activities, preparing downloadable materials in advance and providing technical support to students. This adaptability highlights teachers' strong commitment to ensuring that all students have equitable access to digital learning opportunities.

5.2 Implications

5.2.1 Theoretical Implications

Theoretically, this study contributes to the study of the use of digital technology in reading learning. This research draws on several important theories. First, Gough & Tunmer's Simple View of Reading (1986) explains that the ability to understand reading comes from a combination of decoding and language comprehension. In this context, digital technologies such as Let's Read Asia, Newsela, and CommonLit help students to more easily understand reading content through features that support these two abilities. Anderson's (1984) Schema Theory emphasizes the importance of students' prior knowledge in reading comprehension. Through digital platforms, students can relate reading to their previous experience or knowledge, resulting in better comprehension.

In addition, this study also reinforces the view that digital reading platforms serve not only as a medium for material delivery, but also as a tool in learning assessment (Fluckiger & Zabban, 2023). This study expands the understanding of

how technology can be used for differentiated learning by providing content that is tailored to students' ability levels. This supports the concept of individualized learning pathways at the core of student-centered learning approaches and technology integrated learning frameworks (Ilomäki & Lakkala, 2018).

Furthermore, the results of this study also prove that technology is able to increase students' learning independence and motivation in language learning. This is in line with the findings of Situmorang et al. (2024), where the use of a platform that combines visual image elements and reading materials that can be accessed according to each student's device and emphasizes the importance of students' active role in achieving learning success.

5.2.2 Practical Implications

The use of digital technology in reading instruction at SMAN 1 Blitar has a positive impact on student engagement, comprehension and motivation. Teachers can utilize digital platforms to present reading materials that are interactive, appropriate for students' ability levels, and complementary. The role of the teacher changes to a facilitator who guides students in using technology effectively. Schools need to provide equitable access to devices and the internet to avoid learning disparities. In addition, teachers' involvement is crucial to support the continuous integration of technology. With the right strategies, digital technology can improve the quality of reading instruction and foster a stronger literacy culture in the senior high school environment.

5.3 Suggestion

5.3.1 For Student

Students are encouraged to actively explore and utilize digital reading platforms, both in class and outside of class hours. By demonstrating independence in learning and interacting with interactive digital platforms, they can form better reading habits and improve their reading comprehension skills.

5.3.2 For Teacher

Teachers are expected to continue to find innovative ways to integrate digital technology into reading learning. Important strategies include providing clear instructions, providing a variety of reading materials, and linking reading topics to students' real experiences. In addition, teachers also need to prepare alternatives such as printed materials as an anticipatory step in case of technical difficulties.

5.3.3 For Future Researcher

Further researcher recommended to examine the long-term impact of the use of digital reading platforms on students' reading learning outcomes. In addition, it is also important to explore students' interests in reading and learning. Comparative studies involving different schools or regions can provide a deeper understanding of the extent to which digital reading tools can be adapted and applied widely.