

**THE APPLICATION OF LET'S READ IN IMPROVING READING
COMPREHENSION AT SMK NEGERI 3 LANGSA**

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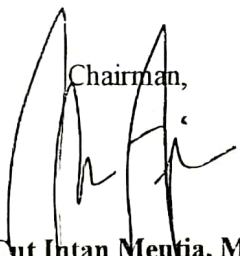
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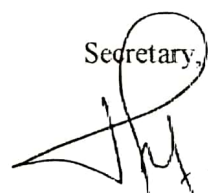
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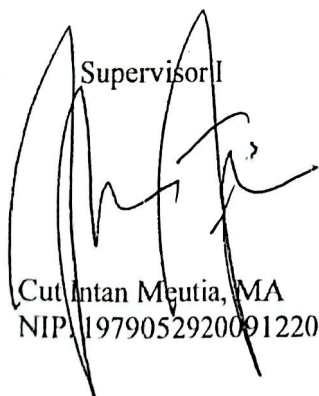
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Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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ABSTRACT

Mardiyah, 2023, The Application Of Let's Read In Improving Reading Comprehension At SMK Negeri 3 Langsa

Supervisor (1). Cut Intan Meutia, MA **(2).** Fadhillah Wiandari, MS

This quasi-experimental study investigated the efficacy of the Let's Read! application in enhancing reading comprehension skills among students at SMK Negeri 3 Langsa. The research aimed to address the gap in academic literature regarding the specific impact of the Let's Read! application on reading comprehension in the context of vocational high schools. The study employed a quantitative approach, utilizing a one-group pretest-posttest design, with a total of 23 students from the culinary major participating. The research findings revealed a statistically significant improvement in reading comprehension scores after the implementation of the Let's Read! application. The paired-samples t-test and descriptive statistics highlighted positive mean differences, demonstrating the effectiveness of the application. These outcomes support the alternative hypothesis, indicating that the Let's Read! application significantly improved reading comprehension among vocational high school students base on the percentation of the result mean of Pre-test is 38,70 and the result mean of Post-test is 84,78. The results contributed valuable insights for educators, administrators, and policymakers, advocating for the practical integration of technology, specifically the Let's Read! application, to enhance language learning in similar educational settings.

Keywords: *Let's Read! Application, Reading comprehension, Language learning.*

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CHAPTER I

INTRODUCTION

Background of Study

English is an international language which is very important to learn at the school to communicate between people around the world. As becomes a main lesson in many schools and colleges, learning English has four major skills that should be learned. One of them is reading which has to be viewed as an important component of the success of the student's English ability. Therefore, reading is very essential in learning English to get information from the text.¹ Reading helps people learn and grow while also improve their speaking abilities. Children and adults alike can benefit from reading activities. Students' willingness to participate in reading activities must be high since it has a significant impact on those activities. An extensive school library that is funded by the school is one of the things that can encourage children to read more. When kids understand the significance of reading in daily life and the many advantages of reading, their interest in reading will grow.²

Reading is a process or method that is carried out and used by readers to obtain messages or information which the author wants to convey through the media of words and language. Reading is an interactive process consisting of inferring, knowing correct sounds, and comprehending.³ Reading skills are needed in life, because every aspect of life cannot be separated from reading activities. The

¹ Muthiah Athikah, "Improving Students' Reading Achievement Through Self-Questioning Strategy By Using Descriptive Text," *UNILA Journal of English Teaching*, n.d., 1.

² Louisa C Moats, "Teaching Reading" Is" Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do.," *American Educator* 44, no. 2 (2020): 4.

³ Alan G Kamhi et al., "Phonological and Spatial Processing Abilities in Language-and Reading-Impaired Children," *Journal of Speech and Hearing Disorders* 53, no. 3 (1988): 16.

important one of which is reading we can get information, broaden our horizons, and can add new vocabulary.⁴ However, it takes understanding when reading a text so that we can understand the information from the text. By understanding the content of a text, students can capture information in general or in detail. Therefore, understanding is the goal of reading.

In teaching reading, there is component that can measure the student's achievement. Explaining the component reference to the learning point association, phonemic awareness is defined as the ability to focus on and manipulate phonemes in spoken words.⁵ In other words, the phonics can be defined as a set of rules that specify the relationship between letters in the spelling of words and the sound of spoken language. The third component is vocabulary. It plays an important role in comprehension. Besides that fluency also helps students comprehend what they read. The last point of comparing reading to measure reading achievement is comprehension. It involves construction meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.

There are several reasons why reading is very important when students read and not only focus on one language but other languages such as English, students understanding and knowledge will increase and can also broaden students horizons. The delivery of messages and learning by teachers to students less interested and

⁴ James A Shapiro, "How Life Changes Itself: The Read-Write (RW) Genome," *Physics of Life Reviews* 10, no. 3 (2013): 287.

⁵ Learning Point Associates, *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*, 2004, 24.

still use books as teaching media tools. This makes students less interested and still lack understanding of reading so are too lazy to learn and especially read.⁶

There are many teaching strategies or methods that can be applied to overcome the reading problems. One of the strategies is by applying Let's Read to improve the student's achievement in reading comprehension.⁷ To find some related and new strategies of teaching and learning processes. Especially, in the teaching reading. Those strategies should be selected to be able to stimulate and facilitate the students in comprehending the text.

The development of the times, as well as challenges in learning force all parties to quickly adapt to advanced technology. Information technology can be used as a media to carry out the learning process.⁸ One of the methods used in reading aloud is to use the let's read application. Let's Read is a digital library book containing children's story books equipped with interesting illustrations in each story. This app was made by Books for Asia. Which is a literacy program that has ongoing since 1954. The program accepts U.S Library of Congress literacy awards for innovation in literacy promotion in December 2017.

The lack of research focusing on the implementation of the "Let's Read!" application in vocational high schools is a notable gap in the existing literature. While there is considerable research on language learning apps and techniques, the

⁶ Lisa Guernsey and Michael H Levine, *Tap, Click, Read: Growing Readers in a World of Screens* (John Wiley & Sons, 2015), 10.

⁷ Awanda Mella Stevani, Ririn Ambarini, and Ajeng Setyorini, "Enhancing Students' Reading Comprehension Using Let's Read Application In Visualization Strategy," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan* 3, no. 4 (2023): 1.

⁸ Warisara Yangklang, "Improving English Stress and Intonation Pronunciation of the First Year Students of Nakhon Ratchasima Rajabhat University through an E-Learning," *Procedia - Social and Behavioral Sciences* 91, no. 1999 (2013): 585, <https://doi.org/10.1016/j.sbspro.2013.08.442>.

specific application of "Let's Read!" in the context of vocational high schools has not been explored. This research aims to address this gap by investigating the impact of the app on students' reading comprehension in the English subject at SMKN 3 Langsa.

The Minimum Completion Criteria (KKM) for the reading class, set at 80, poses a significant challenge for students in the XI culinary class at SMKN 3 Langsa. Despite the efforts, the cumulative achievement stands at 76 in recent midtest, indicating a struggle to meet the established criteria. The root causes of this issue can be attributed to multiple factors. Firstly, students face a deficiency in vocabulary, hindering their ability to express opinions confidently. Secondly, the lack of reading facilities and media exacerbates the problem, with limited resources affecting students' reference availability. Lastly, the monotony in the taught reading concepts contributes to student disinterest, making it imperative to explore innovative approaches to rekindle their interest in reading.⁹

Recognizing these challenges, the "Let's Read!" application emerges as a potential solution. Addressing the vocabulary gap, this app offers a platform for students to enhance their language skills. Furthermore, the app's engaging features and diverse reading materials cater to different proficiency levels, providing students with a personalized and motivating learning experience.¹⁰ By leveraging technology, the "Let's Read!" app aligns with the preferences of the alpha generation, allowing them to embrace digital tools for educational purposes.

⁹ Mardiyah, "Observation in Culinary Class Before Mid-Test," October 17, 2023.

¹⁰ Anesti Budi Ermerawati, "The Application of Let's Read! In Extensive Reading Class: Integrating MALL and Task-Based Learning.," in *Elementary School Forum (Mimbar Sekolah Dasar)*, vol. 6 (ERIC, 2019), 317.

The multifaceted benefits of the "Let's Read!" app extend beyond addressing vocabulary challenges. It actively promotes the development of reading habits among students, a critical aspect often overlooked in traditional teaching methods.¹¹ Moreover, the app integrates Mobile Assisted Language Learning (MALL) and task-based learning, offering a dynamic learning environment that combines individual and group activities.¹² This not only enhances students' language skills but also nurtures collaboration and teamwork.

The "Let's Read!" app is not a standalone solution but a complementary tool. While it significantly contributes to language learning, its effectiveness is maximized when used in conjunction with other pedagogical approaches. This research seeks to explore the synergies between traditional teaching methods and the innovative use of the app, providing insights into how educators can create a balanced and effective learning environment.

The challenges faced by students in achieving the KKM for reading in the XI culinary class at SMKN 3 Langsa underscore the urgency for innovative solutions. The "Let's Read!" application, with its proven benefits in language development, motivation enhancement, and habit-building, emerges as a promising intervention. This research endeavors to bridge the gap in existing literature, shedding light on the application's efficacy in vocational high school settings and

¹¹ diana putri and wiwiet eva savitri, "The Use Of Digital Book Let's Read In Improving Reading Comprehension For Junior High School Student," *Yavana Bhasha: Journal of English Language Education* 5, no. 2 (2022): 106.

¹² Pawarit Pingmuang and Prakob Koraneekij, "Mobile-Assisted Language Learning Using Task-Based Approach and Gamification for Enhancing Writing Skills in EFL Students," *Electronic Journal of E-Learning* 20, no. 5 (2022): 623.

offering practical insights for educators seeking to enhance students' reading comprehension skills.

The Let's Read application is a digital - based picture story media. The picture stories are proven to be able to provide many benefits for students.¹³ The benefit of a picture story is that it gives a sense of fun for readers, fosters interest and motivation to read, encourage students to like reading, and reading skills increase, and foster students' reading habits independently. Let's Read become one of the digital media that has a reading component fun, it contains illustrations and provides a story with a level of difficulty adjusted to the ability of students. This application can be one of the solutions to low interest in reading and skills reading students. Based on the problem, the author is interested in research topics related to these problems with the aim of knowing students' reading achievement using an Android - based application, namely the Let's Read application. So the author decided to research a study with the title ” **The Application of Let's Read in Improving Students' Reading Comprehension For English Subject At SMK Negeri 3 Langsa** ”

Research Question

Based on the background of the problem above the research question is Did the application of Let's Read improve reading comprehension for students at SMK Negeri 3 Langsa?

¹³ Setiani, A. (2019). *Upaya Meningkatkan Kemampuan Membaca Nyaring Menggunakan Media Cerita Bergambar Pada Mata Pelajaran Bahasa Indonesia Untuk Siswa Kelas Ii Sd Negeri 84 Kota Bengkulu*. p.1–97.

The Purpose of Study

Based on the problem statement, the purpose of research is about to find out whether the application of Let's Read can improve reading comprehension for students at SMK Negeri 3 Langsa or not.

Research Significance

This research fills a gap in academic literature by investigating the impact of the "Let's Read!" application on reading comprehension in vocational high schools. The findings contribute to language education, offering evidence-based strategies for educators and researchers. Practical Significance: This research has practical implications for addressing real-world challenges in achieving reading criteria. The focus on the "Let's Read!" application provides actionable insights for educators, administrators, and policymakers, promoting the practical application of technology to enhance language learning at SMKN 3 Langsa.

Hypothesis

The researcher formulated the following hypotheses:

H₀: The implementation of the "Let's Read!" application does not have a significant impact on improving reading comprehension for students at SMK Negeri 3 Langsa.

H₁: The implementation of the "Let's Read!" application significantly improves reading comprehension for students at SMK Negeri 3 Langsa.

CHAPTER IV

RESULT AND DISCUSSION

Result

This section embarks on a comprehensive exposition of the research findings, elucidating the outcomes gleaned from both the pre-test and post-test administered to the participants. The meticulous analysis of the collected data extends beyond mere scores, delving into individual student performance, class averages, and standard deviations. The aim of this detailed examination is to unearth nuanced patterns and trends in the reading comprehension abilities of students. Through this exploration, the efficacy of the Let's Read application is brought to the forefront, providing a thorough understanding of its impact.

1. Description of Data

In this section, the collected data is presented based on the predetermined score criteria. The criteria are outlined first, followed by the tabulated pre-test and post-test scores of each student. The scores are categorized into the following intervals:

Table 4. 1 Score Categories

1.	Interval	Criteria
2.	85-100	Excellent
3.	71-84	Very Good
4.	60-70	Good
5.	40-59	Low
6.	0-39	Failed

a. The Data of Pre Test

The data presented in the table below represents the pre-test scores of each student, categorized by score's criteria such as:

Table 4. 2 Pre Test Result

Student's Initial	Pre-test Score	Score's Criteria
A.F	40	Low
C.F	40	Low
D.A	60	Good
D.K	70	Good
F	30	Failed
F.A.Z	10	Failed
F.D	80	Very Good
H.Z	50	Low
H	20	Failed
I.A	50	Low
L.S	30	Failed
M.J	30	Failed
M.A	20	Failed
N.A.P	50	Low
N.Q.S	70	Good
N.R.U	70	Good
P.R	10	Failed
R.S	20	Failed
R.A.J	20	Failed
R.A.N	30	Failed
S.A.L	20	Failed
S.I	50	Low
U.S.R	20	Failed

The pre-test scores represent the initial reading comprehension levels of the participants before the application of the Let's Read intervention. The scores, ranging from 10 to 80, have been categorized into different intervals based on predetermined criteria.

A considerable portion of students demonstrated lower pre-test scores falling within the "Failed" and "Low" categories. For instance, participants with

initials F.A.Z, F, H, M.J, M.A, P.R, R.S, R.A.J, R.A.N, S.A.L, and U.S.R scored within the "Failed" category, indicating a substantial challenge in their initial reading comprehension abilities.

Conversely, some students exhibited moderate to higher pre-test scores, reaching the categories of "Good" and "Very Good." Noteworthy performers include participants with initials D.A, D.K, F.D, N.Q.S, and N.R.U, showcasing a relatively solid foundation in reading comprehension skills at the beginning of the study.

b. The Data of Post Test

To thoroughly evaluate the impact of the Let's Read application on students' reading comprehension skills, the categorization of the post-test score's criteria will be show as below:

Table 4. 3 Post Test Result

Student's Initial	Post-test Score	Score's Criteria
A.F	90	Excellent
C.F	70	Very Good
D.A	100	Excellent
D.K	100	Excellent
F	70	Good
F.A.Z	80	Very Good
F.D	100	Excellent
H.Z	100	Excellent
H	100	Excellent
I.A	90	Very Good
L.S	80	Very Good
M.J	100	Excellent
M.A	60	Low
N.A.P	80	Very Good
N.Q.S	100	Excellent
N.R.U	100	Excellent
P.R	90	Excellent
R.S	80	Very Good

R.A.J	70	Good
R.A.N	30	Failed
S.A.L	90	Excellent
S.I	90	Very Good
U.S.R	80	Very Good

The majority of students achieved scores in the Excellent and Very Good categories, indicating a strong understanding of the material. However, it is important to note the presence of a student (R.A.N) in the Failed category, emphasizing the need for targeted support. The Let's Read application has proven effective for many students, but identifying areas for improvement will be crucial in refining its impact on overall reading comprehension skills.

c. Computed Descriptive Statistics

In the analysis of the data, descriptive statistics were computed to provide a comprehensive understanding of the pre-test and post-test scores among the 23 participants. These statistics illuminate key aspects of the distribution and central tendencies of the recorded scores.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre_test	23	10	80	890	38,70	20,955
Post_Test	23	30	100	1950	84,78	17,021
Valid N (listwise)	23					

The calculation of individual student total scores, the pre-test scores range from a minimum of 10 to a maximum of 80, with a total sum of 890. The mean pre-test score is 38.70, indicating an average performance across the students. On the other hand, the post-test scores show a broader range, from 30 to 100, with a higher sum of 1950. The mean post-test score is notably higher at 84.78, suggesting an

improvement in overall performance after the intervention with the Let's Read application.

The calculation of class average is a crucial aspect in understanding the collective comprehension level among students. In the pre-test, the class average is 38.70, reflecting the average score of the entire class before the intervention. In the post-test, the class average significantly rises to 84.78, indicating an enhancement in the overall comprehension level of the students as a result of using the Let's Read application.

Standard deviation serves as a measure of the spread of student scores, providing insights into the variability within the dataset. For the pre-test, the standard deviation is 20.955, suggesting a relatively wide dispersion of scores among students. In contrast, the post-test standard deviation is 17.021, indicating a more homogenous distribution of scores. This reduction in standard deviation signifies a more consistent improvement in performance across the class, emphasizing the positive impact of the Let's Read application on student comprehension.

2. The Result of Paired-Sample t-Test

In scrutinizing the effectiveness of the Let's Read intervention in enhancing reading comprehension among students, a Paired Samples Test was conducted to examine the differences between pre-test and post-test scores among the 23 participants. The subsequent analysis provides valuable insights into the impact of the Let's Read application on the students' reading abilities.

Paired Samples Test									
		Paired Differences							
			Std.	Std.	95% Confidence				Sig.
		Mean	Deviation	Error	Interval of the		t	df	(2-
				Mean	Lower	Upper			tailed)
Pair 1	Pre_test - Post Test	-46,08696	19,94062	4,15791	-54,70993	-37,46398	-11,084	22	,000

The findings reveal a substantial mean difference of -46.09, indicating a noteworthy decline in scores after the implementation of the Let's Read intervention. The standard deviation of 19.94 illustrates the extent of variability in these differences, with a standard error mean of 4.16.

The 95% confidence interval further refines the understanding, suggesting that the actual population difference lies between -54.71 and -37.46. This interval signifies the range within which the true impact of Let's Read on student scores is likely to fall.

The t-value of -11.08, with 22 degrees of freedom, is highly significant ($p < 0.001$), indicating that the observed differences are not due to random chance. This finding supports the assertion that the Let's Read intervention has a statistically significant impact on changing pre-test and post-test scores.

In short, the Paired Samples Test underscores a substantial and statistically significant decline in scores after the application of Let's Read, demonstrating a tangible impact on the reading comprehension skills of the participants. These results align with the overall goal of the study, affirming the efficacy of the Let's Read application in enhancing student performance in the English subject at SMKN 3 Langsa.

Discussion

Exploring the extensive dataset amassed during the course of this research investigation allows to unveil the profound impact that the Let's Read application has had on the reading comprehension skills of students at SMKN 3 Langsa. The post-test results extend beyond mere numerical metrics, weaving a compelling narrative of significant progress in the participants' proficiency in comprehending English texts. It is essential to acknowledge the initial diversity in pre-test scores, shedding light on the prevalent challenges faced by distinct individuals. A substantial segment found themselves in the "Failed" and "Low" categories during the pre-test, emphasizing the existing disparities in reading comprehension levels among the participants.

Contrastingly, the post-test panorama presents a different narrative. A majority of students exhibited marked improvement, securing scores in the "Excellent" and "Very Good" categories. This shift isn't solely quantitative; it signifies the positive influence exerted by the Let's Read application in narrowing the gaps in comprehension abilities. The computed descriptive statistics further emphasize this transformative trajectory. The elevation in both mean and class average scores from pre-test to post-test indicates a collective enhancement in reading comprehension. The reduced standard deviation underscores a more uniform progression among students, emphasizing a widespread positive impact.

Connecting these findings with the existing literature reveals a resonance with the broader discourse on integrating technology into language learning.⁶⁹ The

⁶⁹ Yangklang, "Improving English Stress and Intonation Pronunciation of the First Year Students of Nakhon Ratchasima Rajabhat University through an E-Learning," 585.

Let's Read application aligns with the evolving landscape of language education, emphasizing the interactive and engaging nature of digital tools in fostering language skills.⁷⁰ Notable previous study of literacy learning with Let's Read, have laid the groundwork for understanding the application's potential impact.⁷¹ This research contributes to this body of knowledge by offering context-specific insights into the efficacy of Let's Read in a vocational high school setting.

The diversity in pre-test scores among students echoes the multifaceted nature of challenges encountered in reading comprehension. This aligns with broader discussions in the literature about factors influencing reading difficulties, such as inadequate instruction, lack of student interest, and vocabulary challenges.⁷² The findings reinforce the notion that these challenges are not isolated but pervasive, necessitating targeted interventions. The Let's Read application emerges as a potent tool in addressing these challenges, fostering engagement, and enhancing comprehension skills.⁷³

The post-test results, with a majority of students achieving scores in the higher categories, resonate with the renewed interest in extensive reading. The Let's Read application, operating as a digital library with illustrated storybooks, aligns with the principles of extensive reading by exposing learners to meaningful and

⁷⁰ Kamhi et al., "Phonological and Spatial Processing Abilities in Language-and Reading-Impaired Children."

⁷¹ Nur Samsiyah, V Teguh Suharto, and Endang Sri Maruti, "Literacy Literature Learning with Let's Read Applications in the Pandemic Era," *Jurnal Handayani Pgsd Fip Unimed* 11, no. 1 (2009): 57–62.

⁷² Moats, "Teaching Reading" Is" Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do."

⁷³ Ermerawati, "The Application of Let's Read! In Extensive Reading Class: Integrating MALL and Task-Based Learning."

interesting L2 material.⁷⁴ The positive outcomes observed in the study, particularly the shift towards "Excellent" and "Very Good" categories, reinforce the pedagogical value attributed to extensive reading. This connection underscores the applicability of Let's Read in cultivating reading skills within the broader framework of language education.

The computed descriptive statistics, with increased mean and class average scores, reflect a collective improvement in reading comprehension skills. This aligns with the overarching goal of language education – to enhance communicative competence.⁷⁵ While the statistical analysis provides quantitative validation, the qualitative transformation observed in students' abilities underscores the Let's Read application's efficacy. The reduced standard deviation further suggests a more consistent impact across the student cohort, emphasizing the application's potential for widespread positive influence.

To conclude, the Let's Read application has emerged as a catalyst for positive change in the reading comprehension landscape at SMKN 3 Langsa. The post-test results and associated descriptive statistics substantiate the transformative impact, positioning Let's Read as a valuable tool in language education.

⁷⁴ Hedge, "The Practice of English Language Teaching," 48.

⁷⁵ Nation and Macalister, "Intensive Reading."

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

In exploring the impact of the Let's Read! application on reading comprehension for students at SMK Negeri 3 Langsa, the findings suggest a statistically significant improvement in reading comprehension following the application's implementation. The analysis of pre-test and post-test scores, coupled with the paired-samples t-test, reveals a notable positive change in students' reading abilities. The mean differences, supported by a narrow 95% confidence interval, provide evidence that the Let's Read! application is associated with enhanced reading comprehension among the participants. This positive outcome supports the alternative hypothesis (H1), indicating that the implementation of the Let's Read! application indeed significantly improves reading comprehension for students at SMK Negeri 3 Langsa.

Therefore, based on the observed statistical significance and positive mean differences, the null hypothesis (H0) is rejected. The findings underscore the effectiveness of incorporating the Let's Read! application as a valuable tool for fostering improved reading comprehension skills among students in the educational setting of SMK Negeri 3 Langsa. Based on the problem statement the research is about to find out whether the application of Let's Read can improve reading comprehension for students at SMK Negeri 3 Langsa or not.

Suggestion

Based on the conclusive findings that the application of Let's Read significantly improves reading comprehension for students at SMK Negeri 3 Langsa, it is recommended that educators and administrators consider incorporating

this interactive tool into their English language curriculum. To maximize the benefits, teachers should provide guidance on effective utilization of Let's Read features, including task-based learning and individual/group activities. Professional development programs can further enhance educators' proficiency in integrating technology into language instruction.