

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

In conclusion, this research revealed that the students at Al Mazaya explored and utilized e-book features actively and independently with the guidance of the teacher. They gained significant benefits from the interactive features of e-books, especially in reading comprehension. Despite the benefits gained, the utilization also faced challenges of its integration to the classroom which ought to be solved by the teacher with suitable approach. Following paragraphs further explain the conclusion based on the research questions in this research.

The first research question revealed the utilization of the e-book features by the teacher. The students at Al Mazaya Islamic School explored e-book features actively with the guidance of the teacher, despite the different levels of digital proficiency among the students. Most students were able to navigate the features. The features utilized in the lesson include dictionary, audio narration, interactive pictures, zoom functions, and highlighting features which allow students' independence growth. Their existing familiarity with digital media contributed to even smooth adaptation in learning. The students were not only consuming information but actively constructing meaning through digital tools.

Furthermore, in its utilization, the teacher played significant role in facilitating students' learning process by providing step-by-step demonstrations and individual assistance to the use of the features. The e-book features supported a student-centered environment in which learners could regulate their learning pace, repeating tasks when needed, and revisiting materials without depending on teacher explanation. As a result, e-books functioned as both instructional media and digital literacy tools, enabling students to become more confident readers through hands-on practice and guided exploration.

The second finding indicates that e-book features provided substantial cognitive, linguistic, and motivational benefits that supported students' reading comprehension. The built-in dictionary was the most used due to its role in helping students understand unfamiliar vocabulary instantly. Audio narration enhanced pronunciation and listening–reading connections, while interactive pictures improve contextual understanding and helped students visualize the narrative materials given. These multimodal features allowed different literacy aspects in its accordance to reinforce each other, resulting in improved comprehension.

In addition, e-book features also contributed to students' motivation, engagement, and enjoyment in reading class. The layout of e-book, colorful visuals, interactive content, and instantly accessible tools provided an engaging environment that made reading felt enjoyable and fun. Students showed better

enthusiasm, confidence, and persistence, as the features allowed them independently took control to their reading pace and re-read reading materials independently. This instance provided a sense of control to the learning process, which in turn developed intrinsic motivation. Overall, the benefits of e-book features benefit the students on long-term reading development through improved engagement and independent learning strategies.

The third finding revealed several challenges that influenced the effectiveness of e-books during reading activities. One of the most showed challenges was unstable internet connection, which frequently caused delays of the e-book, loading errors, and interruptions during reading class. Students also experienced technical issues such as weak device performance, battery life problem, and unclear audio. These issues affected their overall concentration and interrupted the flow of reading. In addition, some students expressed difficulty navigating certain tools or forgot about available features such as highlighting or embedded quizzes, indicating gaps in digital literacy that restricted optimal use of the e-book platform.

Furthermore, the findings showed these distractions occasionally changed students' focus from the reading task. Students with lower digital literacy skills were likely experienced confusion, distracted from the features, or became dependence to the teacher for repeated instructions. These challenges forced the teacher to undergo continuous guidance in order for student to focus

and troubleshoot the issues they faced. Therefore, while e-books provided meaningful learning opportunities, their limitations highlight the need for improved digital infrastructure, structured guidance, and consistent digital literacy support to ensure their effective integration in reading comprehension activities.

## **B. Suggestions**

The researcher provides suggestions for teachers who are integrating technology into reading instruction, as well as for future researchers who aim to study similar topics.

### **1. Teachers**

English teachers are encouraged to adopt e-books as a complementary teaching tool to support students' reading comprehension. With careful planning and guidance, teachers can use e-book features effectively. Teachers should also help students develop digital literacy competence to minimize distractions and focus effectively on learning.

### **2. Future Researchers**

Future researchers are encouraged to investigate the generational factor of the students. Particularly, those related to Generation Alpha, it influences students' use of digital media in English reading activities. Since Generation Alpha grows in constant exposure to technology, their digital

literacy skills differ significantly from previous generations. Therefore, future studies may investigate how this digital literacy background affects the effectiveness of e-book use and how it contributes in improving other aspects of English proficiency for the students.