Pre-Service Teachers' Perspectives on the Effectiveness of the READABLE App for Improving Reading Comprehension

Miftahul Jannah[1], Siti Ismahani[2]
Corresponding author: jannahmjhmiftahul19@gmail.com
Universitas Islam Negeri Sumatra Utara, Indonesia
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Abstract

Advancements in technology have significantly impacted literacy instruction, particularly in improving reading comprehension. Despite the growing number of digital reading platforms, many learners, including students in educational settings, continue to struggle with deep comprehension. The READABLE app, a digital reading platform that offers simplified English stories, was developed to address these challenges. This study aimed to examine the effectiveness of the READABLE app in enhancing pre-service teachers' ability to support reading comprehension. Data were collected through questionnaires, observations, and semi-structured interviews. Thematic analysis revealed that pre-service teachers held highly positive perceptions of the READABLE app. Features such as interactivity, personalized materials, and automatic feedback were considered effective in increasing student engagement and learning outcomes. The app was also viewed as helpful for supporting students' understanding of texts by offering content tailored to their reading levels. Its engaging learning environment motivated students to read regularly, contributing to gradual and sustainable skill development. As such, the READABLE app is regarded as a valuable tool in supporting English language learning, especially for improving overall reading comprehension.

Keywords: *READABLE app, Reading comprehension, Pre-service teachers, Effectiveness*

INTRODUCTION

Technological developments have opened up new opportunities in literacy learning, particularly in improving reading comprehension skills. The purpose of this study was to examine the effectiveness of the Readable app in improving teachers' ability to improve reading comprehension. The utilization of technology is evident in the rise of digital reading platforms, which have transformed the way people interact with written content. However, despite advances in technology, many readers still struggle to gain deep comprehension, especially in educational environments that prioritize critical thinking and analytical skills. As reported by O'Reilly et al. (2021), students' academic progress will be limited without reading comprehension skills and motivation to learn to read (Alvermann & Earle, 2003). Reading is an essential skill for all students at all levels. The students are required to be able to read. The

Corresponding Author: Miftahul Jannah[1], College student, Universitas Islam Negeri Sumatra Utara, Indonesia ,Siti Ismahani[2], Universitas Islam Negeri Sumatra Utara, Indonesia.jannahmjhmiftahul19@gmail.com, sitiismahani@uinsu.ac.id

most important step to preparing students to comprehend Writing material is to help students understand reading comprehension. Sometimes, Students often exhibit low levels of engagement with the materials presented in reading comprehension tasks. However, some teachers have used the same reading instructions to make students interested in completing the reading comprehension task or guessing the answer to the text. The program of instructions influences the child's personality, attitudes, interests, motivation, habits, and the out-of-school environment (Ismahani, Siti 2009). The importance of new technologies in English as a Foreign Language (EFL) education is increasingly evident (Cole & Vanderplank, 2016; Jurkovic, 2019; Reinders et al., 2022). With the rapid development of digital platforms and communication tools, EFL teachers are finding various opportunities to improve their teaching practices (Dressman et al., 2023; Soyoof, Reynolds, Vazquez Calvo, and McLay, 2023; Toffoli, 2020). These technologies enable interactive and immersive teaching experiences by integrating multimedia content, digital resources, and communication tools in the learning process (Tour, 2017).

Smith's (2021) international research demonstrates that adaptive learning applications, such as Readable, can effectively enhance students' reading comprehension skills. Many teachers still lack adequate skills to effectively manage technology-supported learning. Therefore, the University of Alcala (Spain) has reviewed student needs in integrating various technological applications in the classroom so that students can acquire the additional technological skills required. Garcia Laborda, J., Concha Diaz, V., & Jechimer Ramirez, E. (2024).

The purpose of this study is to examine the effectiveness of Readable in the Indonesian educational environment, with a focus on improving reading comprehension of complex texts Focusing on construction and food-related vocabulary, the app is available on iOS and Android and has received positive reviews, making it a convenient resource for English learners, especially Indonesian high school students. (Wardah Nuur Jannah, Puspa Dewi, Andrian Nuriza Johan 2018)]. Therefore, this research is expected to make a significant contribution to the development of more effective learning habits in Indonesia. Effective teaching that utilizes technology is essential for improving learning outcomes. In the Stanford Accelerator for Learning, Silverman et al. (2023) emphasize the importance of educational technology in improving literacy, particularly when these tools incorporate personalization capabilities and interactive feedback. The use of digital technology in education is increasing rapidly (Almekhlafy, 2020; Al-Rawahi & Al-MeKhlafi, 2015). The relationship between reading comprehension ability and students' motivation to read effectively has become an increasing concern for English as a Foreign Language (EFL) learners. Reading comprehension, a cornerstone of academic success and lifelong learning, is a complex process that involves decoding skills and linguistic understanding (Gough & Tunmer, 1986).

As digital tools become more prevalent in education, their potential to improve reading comprehension becomes an increasingly interesting subject. This study examines the effectiveness of the READABLE app, a digital platform designed to enhance reading comprehension through features such as simplified text, audio support, and integrated translation capabilities. Digital texts are a highly effective learning strategy for improving students' reading comprehension. They offer a practical and enjoyable way to practice reading, thanks to their rich features and resources. This approach ultimately enhances

students' overall reading ability. Pre-service teachers can easily apply it. (Arisca, W. R., Darmawan, D., Wahyudin, W., & Aminah, A., 2025).

Readable or Read English Stories is an application designed to enhance the English language skills of learners by offering a vast collection of stories catered to various reading levels. It provides a unique and engaging way to absorb the English language through pleasure reading. The platform caters to individual language proficiency, ensuring stories are accessible and enjoyable. Immerse yourself in a variety of genres, including horror, thriller, and fiction, or stay informed with the daily selection of news stories. Each story is accompanied by audio and translations for every word, making comprehension smoother.

Additionally, users can save challenging words to study later, optimizing vocabulary retention and learning. Its key features include automatic translation for vocabulary and sentence structure identification, engaging content (stories and vocabulary check missions) to boost student motivation, and broad accessibility across various devices, ensuring convenient use both inside and outside the classroom (Jofitasari, 2022). The effectiveness of such apps is becoming a focal point of research. This study examines the use of the READABLE app in enhancing the depth of comprehension among pre-service teachers and secondary school students. By providing simplified narratives and interactive features, the app aims to determine whether students face common challenges in understanding complex texts. Despite the growing integration of digital tools, such as the READABLE app, to improve reading comprehension in EFL education, a significant gap remains in understanding pre-service teachers' perspectives and experiences regarding its effectiveness. Although numerous studies have examined the effectiveness of digital applications in improving reading skills, particularly the use of the READABLE app, most of these studies have primarily focused on student learning outcomes. Research by Naenah (2022) and Aisyah (2024), for example, has shown that the READABLE app has a moderate effect in enhancing students' reading comprehension and helps students become aware of their learning styles while maintaining a positive attitude toward English. Additionally, previous studies have highlighted key features of the READABLE app, such as simplified English stories, audio narration, word translation, and vocabulary-building tools that support learners at various proficiency levels (Wardah Nuur Jannah et al., 2018; Jofitasari, 2022).

However, there remains a lack of qualitative research exploring how pre-service teachers perceive the usability and specific features of the READABLE app, including interactivity, content personalization, and automatic feedback. Prior studies have not deeply investigated the experiences and responses of users, especially pre-service teachers, toward this application. Moreover, few studies have examined the relationship between teachers' perceptions of these features and their potential impact on students' reading comprehension outcomes. This is an important gap, as teachers' perceptions can significantly influence the successful integration of the app into classroom teaching practices. Therefore, this study aims to fill this gap by employing a qualitative approach to gain a comprehensive understanding of pre-service teachers' experiences and views on using the READABLE app. By comparing teachers' perspectives with students' preferences, this research seeks to determine whether differences in perception affect the overall effectiveness of the application. The findings are expected to provide valuable insights for optimizing the use of READABLE to better meet

the needs of both teachers and students, ultimately enhancing its integration into educational settings.

This research aims to explore pre-service teachers' perspectives on the use of the READABLE application in English language learning and examine their views on its effectiveness, challenges, and integration into teaching practices.

METHODS

This study employs a qualitative case study design to explore the perspectives of pre-service teachers on the effectiveness of the READABLE app in improving reading comprehension for high school students.

Research Design

This study is a case study approach. It is selected because it allows for an in-depth investigation into a phenomenon within its real-life context (Baxter & Jack, 2015). According to Rebolj (2014) and Simons (2009), case studies are valuable for analyzing the complexities of real-world situations, focusing on understanding participants' views, experiences, and interactions with a specific application or tool. The primary goal of this study is to investigate the effectiveness of the READABLE app in improving reading comprehension in high school education, specifically by evaluating pre-service teachers' beliefs and experiences with the app's usage in their teaching practices. This research aims to provide detailed insights into whether the app can positively impact students' reading comprehension and the practical use of such applications in educational settings, particularly for high school students. By focusing on the perceptions of pre-service teachers, this study aims to determine whether the app is considered effective in enhancing students' reading skills, particularly in high school classrooms. The findings will help understand the broader implications of using READABLE for educational purposes and its potential for integration into mainstream teaching methods in the future.

Research Participants

Ten pre-service teachers from the same class participated in this study. The participants were enrolled in a teacher training program. They were 7th-semester students in the English Language Education study program at a state university in North Sumatra, with experience using the READABLE app in their teaching practices. These participants were selected using purposive sampling to ensure that they had firsthand experience using the app and were willing to discuss their perspectives in detail. The participants, all between the ages of 21 and 23, consisted of five men and five women, with varying levels of experience in teaching and the use of educational technology. The study aimed to gather a range of perspectives to understand how pre-service teachers, with varying levels of familiarity and experience, perceive the effectiveness of READABLE in improving reading comprehension among high school students. A semi-structured interview format was used to gather insights into their experiences, challenges, and perceptions regarding the app's role in enhancing students' reading skills. Below is the table summarizing the characteristics of the ten Pre-service teachers who participated in the study:

Table 1
Participants' Demographic Information

No	Participant	Gender	Pre–service teacher UIN Sumatra utara	Age
1	Participant A	Female	Tadris Bahasa Inggris	21
2	Participant B	Female	Tadris Bahasa Inggris	22
3	Participant C	Female	Tadris Bahasa Inggris	22
4	Participant D	Female	Tadris Bahasa Inggris	23
5	Participant E	Female	Tadris Bahasa Inggris	21
6	Participant F	Male	Tadris Bahasa Inggris	22
7	Participant G	Male	Tadris Bahasa Inggris	21
8	Participant H	Male	Tadris Bahasa Inggris	23
9	Participant I	Male	Tadris Bahasa Inggris	23
10	Participant J	Male	Tadris Bahasa Inggris	23

Data collection

This study utilized two primary data collection techniques: observation and semi-structured interviews.

Questionnaires: In addition to observations and interviews, questionnaires were used to gather comprehensive data. These questionnaires featured both closed-ended (Likert scale) questions to measure general attitudes, satisfaction levels, and perceived challenges with the READABLE app, as well as open-ended questions for more detailed feedback. Developed based on research objectives, the questionnaire's clarity and reliability were ensured through expert review and pilot testing. It was administered to all participants after observations and before interviews, offering an initial overview that guided the subsequent in-depth discussions.

Observation: A preliminary observation session was conducted for two weeks to gather basic information about the participants' experiences with the READABLE app. The observation included both structured and unstructured elements, designed to assess their initial views and experiences with the app.

Semi-structured interviews: Follow-up semi-structured interviews were conducted with each participant to explore their experiences in more depth. These interviews were conducted individually, each lasting approximately 20 minutes, and aimed to provide more detailed insights into the participants' thoughts on the app's effectiveness in teaching reading comprehension to high school students. Using a semi-structured interview guide, which contained a list of 5 open-ended questions. These interviews were conducted face-to-face, as needed, and were recorded to ensure accurate transcription.

Data analysis

This study employed thematic analysis to examine qualitative data from semi-structured interviews, observation notes, and Questionnaires, exploring pre-service teachers'

perspectives on the effectiveness of the READABLE app. Data familiarization involved repeated readings of interview transcripts and observation notes, along with a review of the audio recordings. Coding followed, labeling text segments and observation notes with relevant concepts (e.g., "student engagement," "challenges," "app usage patterns"). Codes were then grouped into broader themes (e.g., "Impact on Student Motivation and Engagement," "User Experience"). Themes were reviewed, refined, and then clearly defined and named. The final report detailed each theme, providing supporting data excerpts from both interviews and observations, and discussed the relationships between themes and research questions to convey pre-service teachers' views on the app's impact on reading comprehension.

RESULTS

This section presents the study's findings, organized by the key themes that emerged from the analysis of the semi-structured interviews and observation notes. These themes represent recurring patterns and significant insights into pre-service teachers' perspectives on the READABLE app's effectiveness.

Table 2
Result of the Interview

No	Statements	SA	A	N	D	SD
1	READABLE app effectively improves students' reading comprehension.	50 %	50 %	0 %	0 %	0 %
2	interactivity, personalization of materials, and automatic feedbackAdaptive level features are most effective for improving comprehension.	40 %	60 %	0 %	0 %	0 %
3	Key challenges are technology access and digital literacy gaps	30%	70%	0%	0%	0%
4	Integration of READABLE into learning can be done through blended learning.	40%	60%	0%	0%	0%
5	Technical training, usage guidelines, and adequate technology access support are needed.	50%	50%	0%	0%	0%

SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

The results of the Questionnaires, interviews, and observation analysis show that prospective teachers generally have a positive perception of the READABLE app. Interviews with prospective teachers revealed high enthusiasm for the potential of the READABLE app

in improving students' reading comprehension. The majority of prospective teachers (100%) believe in the effectiveness of this application, with 50% strongly agreeing and 50% agreeing. This belief is supported by READABLE's capability to deliver content in an engaging and personalized manner, encouraging students to actively participate in their learning journey. Outstanding features such as interactivity, personalized materials, and automatic feedback were highly valued (100% agreed, with 40% strongly agreed and 60% agreed). The interactivity feature enhances student engagement through dynamic content, personalized materials cater to individual learning preferences, and automatic feedback provides immediate guidance to improve comprehension.

However, behind this enthusiasm, prospective teachers are also aware of the challenges that need to be overcome. Access to technology and the digital literacy gap are major barriers (100% acknowledged, with 30% strongly agreeing and 70% agreeing). This gap can be attributed to differences in students' socioeconomic conditions, which impact the availability of devices and internet connections. Additionally, not all students possess the same level of proficiency in using technology. Therefore, an integration solution through blended learning is considered ideal (100% agree, with 40% strongly agree and 60% agree). The combination of traditional and digital learning methods allows READABLE to function as a supplement or enrichment, rather than a complete replacement. To support the effective implementation of READABLE, prospective teachers emphasized the importance of support and training, with 100% agreeing (50% strongly agreeing and 50% agreeing). Technical training, usage guides, and adequate technology access support are urgently needed. This training will equip teachers with the necessary skills to utilize READABLE optimally. Clear usage guidelines will facilitate the application's operation and integration into lesson plans. Technology access support, such as technical assistance, will ensure the smooth use of the application in the classroom.

Teachers' perspectives on the use of the READABLE app in learning

Where ten pre-service teachers have answered the questions I have provided Sure, let us develop this “Findings” section with clearer and more descriptive language, while remaining structured based on the This section presents the findings of this study, which were obtained through the thematic analysis of the qualitative data from the semi-structured interviews and observation notes. The findings are organized around the main themes that emerged, directly addressing the research questions posed and providing a comprehensive picture of pre-service teachers' perceptions of the READABLE app. The Potential of the Application in Improving Reading Comprehension. Respondents agreed that the READABLE application has excellent potential in improving students' reading comprehension skills. The app provides various interactive features that enable students to become more engaged in the reading process. With elements such as reflective questions, customized exercises, and features like highlighting and annotation, students are encouraged to think critically and gain a deeper understanding of the text's context and main ideas. Several respondents also noted that the audio feature, which allows students to listen to the reading passage with the correct pronunciation, is a very helpful aspect.

Respondent A stated:

“I believe the Readable app is an effective and innovative tool with significant potential to improve students' reading comprehension by making learning material more interactive and engaging.”

As a prospective teacher, the respondents are very enthusiastic about the potential of this application to improve students' reading skills. I see this app as an effective, innovative, and interactive tool that can help students understand texts better. By using this app, students can learn more independently and interactively, so they can achieve a deeper and clearer understanding. I believe that this app can be an important part in our efforts to improve the quality of reading in students.

"Respondents 5 and 6 see the READABLE app as a promising tool for improving reading comprehension. Its interactive features (like reflective questions and customized exercises) and immediate feedback help students grasp context, main ideas, and details. However, its success depends on how well it's applied to different literacy levels."

Perception of READABLE's Potential to Improve Reading Comprehension Ability, Effective Features to Improve Students' Reading Comprehension

Pre-service teachers generally have very positive views about the READABLE app's potential to enhance students' reading comprehension. They consider it an innovative and promising tool due to its interactive features, which address multiple reading skills, ranging from vocabulary development to higher-level comprehension. The app is seen as a way to actively engage students and make reading practice more enjoyable. Additionally, some pre-service teachers believe READABLE can provide essential support for struggling readers by boosting their confidence and motivation.

"Pre-service teachers highly appreciated READABLE's features. The navigation with level-based e-books supports gradual reading development. Interactive elements, such as reflective questions and customizable exercises, enhance engagement and comprehension. Audio narration and vocabulary tools improve pronunciation and understanding. Simplified texts personalize learning, aiding diverse learners, especially those struggling with long materials. Automatic feedback enhances comprehension, accelerates learning, and enables teachers to monitor progress and tailor instruction. (Interview 1, 2, 3)

Pre-service teachers were highly impressed with the READABLE app. They found that the feedback feature enhances reading comprehension, while the audio helps with pronunciation and vocabulary. The simplified text and the e-book feature. However, a focus that allows for book selection according to reading level is very beneficial for diverse students and supports their gradual development. Interactive elements make reading more engaging, and instant feedback accelerates the learning process. Teachers also appreciate progress monitoring features such as the word search. However, they emphasized that the app's effectiveness largely depends on how teachers implement it, tailored to the varying literacy levels of their students.

Anticipated challenges and concerns in using READABLE.

While enthusiastic about READABLE's potential, pre-service teachers also anticipated challenges in implementing it in the classroom. Their main concern was that the app's engaging interactive features might distract students, especially younger ones, from focusing on the reading material. They also raised concerns about ensuring equal access to technology for all students, particularly in schools with limited resources. Additionally, they emphasized the importance of aligning the app with the existing curriculum and integrating it smoothly into lesson plans for effective and efficient use.

"Integrating the **READABLE app** faces challenges, primarily due to **limited technological access** in some areas. A key concern is accurately **measuring the app's effectiveness**. The main hurdles identified are students' **access to technology** and their **readiness** to utilize the app effectively."

According to respondents 1 and 2, there are difficulties and obstacles to using applications in learning due to inadequate access to tools at school or a lack of tools among individuals, such as cellphones. Due to these limitations, the use of applications at school is not very effective, and there is no improvement in student reading when using this application.

Integrating READABLE into Literacy Programs and the Necessary Support

Pre-service teachers suggested that READABLE can be used as a supplementary tool for independent practice, personalized small group instruction, and differentiated learning. These approaches enable students to work at their own pace and focus on specific reading skills tailored to their abilities, thereby enhancing their reading development.

"For optimal effectiveness, the **READABLE app** requires **varied text levels** to match student abilities, promoting personalized and engaging learning. Its successful implementation depends on **teachers' integration** into their lessons, necessitating **training** for future educators and **school support** through technology and clear guidelines". (Interview 7, 8*)*

Pre-service teachers view READABLE as a valuable supplementary tool for literacy programs. It can be used for independent practice, personalized small group instruction, and differentiated learning based on reading levels. However, successful integration demands effective pedagogical strategies, adequate professional development, and technical support. Teachers need training to optimize features like adjusting reading levels, analyzing comprehension data, and aligning app use with the curriculum. Schools must also provide sufficient technological resources (devices, internet) and clear usage guidelines for seamless classroom implementation.

DISCUSSION

The use of the READABLE application demonstrates significant potential in enhancing students' reading comprehension skills through innovative features specifically designed to support a gradual and interactive learning process. The level-based e-book navigation enables students to begin with materials suitable for their current reading ability and gradually progress to more complex texts, making the learning process structured and manageable. Additionally, interactive elements such as reflective questions and customizable exercises increase student engagement and deepen their understanding of the texts. The use of the READABLE application has shown a significant positive impact on improving students' reading skills, particularly in comprehending narrative texts. The level-based navigation feature of the e-book enables students to learn at their own pace, gradually progressing according to their abilities, making the learning process more structured and less burdensome. Interactive elements such as reflective questions and customizable exercises increase student engagement while deepening their understanding of the reading content. This is in line with the research results of Fitri Nur Aisyah (2024) who found a moderate effect of using the

READABLE application on the reading comprehension of tenth grade students of SMA Muhammadiyah 8 Ciputat, with a significance value of 0.039 and an effect size of 0.545, indicating that this application is effective and received a positive response from participants. In addition, the audio narration and word translation features automatically assist students in overcoming vocabulary barriers, making the learning process more enjoyable and motivating (Jofitasari, 2022). This personalized and interactive learning approach not only enhances cognitive learning outcomes but also cultivates positive attitudes and fosters student independence in learning English. Thus, the READABLE application can be used as an effective and innovative learning tool, supporting the integration of technology in education and helping teachers and students achieve their learning objectives optimally. Features like audio narration and automatic word translation help overcome vocabulary and pronunciation barriers, enabling students to learn more enjoyably and effectively.

The Readable application offers a promising solution, functioning as an innovative digital reading platform specifically designed to mitigate these challenges. Its core objective is to bridge the comprehension gap prevalent among EFL learners by providing simplified English stories complemented by a rich array of supportive features. These include crucial elements such as audio narration, integrated word and sentence translation, and intuitive vocabulary-building tools that enable users to save and review challenging words (Jofitasari, 2022). Readable aims to transform the reading experience into a more effective and engaging one by delivering content that is both accessible and highly interactive. This approach aligns well with findings from Smith's (2021) international research, which demonstrates the efficacy of adaptive learning applications in boosting reading comprehension, and the work of Arisca et al. (2025), who underscore the effectiveness of digital texts in improving reading comprehension through practical and enjoyable practice.

This study uniquely focused on examining the effectiveness of the Readable app in improving teachers' ability to facilitate reading comprehension, shifting the lens from direct student outcomes (as explored by Aisyah, 2024) to the pedagogical integration by educators. The pre-service teachers' experiences with the Readable application. They consistently highlighted features such as interactivity, material personalization, and automatic feedback as key drivers for significantly increasing student engagement and overall learning effectiveness. These features were seen as powerful tools capable of motivating students and helping them surmount reading comprehension obstacles. Established learning theories provide robust support for this enthusiasm. Jonassen (2000) emphasizes the role of technology in supporting constructivist learning, a principle directly reflected in Readable's interactive features, which foster active student engagement, aligning with Piaget's (1970) constructivist framework. This active involvement also resonates with Darling-Hammond's (2010) advocacy for integrating technology with existing curricula, a sentiment echoed by the pre-service teachers' focus on curriculum alignment.

Furthermore, Readable's design exemplifies Mayer's (2009) multimedia theory, effectively integrating text and visuals, including text analysis and interactive feedback, to enhance understanding. The application's capacity to cater to individual learning needs, as underscored by Langer (1997), by allowing students to select books appropriate for their reading levels, renders the learning experience more contextual and relevant. This personalized approach is further bolstered by Allington's (2013) work on the critical

importance of access to appropriately leveled reading materials for developing reading skills, a need directly addressed by Readable's e-book feature.

Pre-service teachers also acknowledged Readable's potential for increased educational accessibility, an observation consistent with Warschauer & Healey (1998), who highlighted technology's role in enriching learning experiences through enhanced access. The diverse features of Readable accommodate various learning styles, aligning seamlessly with Gardner's (1983) theory of multiple intelligences. This multi-faceted pedagogical strategy finds additional support in Slavin's (2010) emphasis on cooperative and interactive learning, which Readable's design inherently facilitates. The simplified texts, coupled with audio narration and vocabulary-building tools, effectively streamline complex sentence structures, allowing learners to focus on the narrative's core message without being overwhelmed. This approach proves particularly beneficial for learners with diverse language proficiency levels. Moreover, Readable's advanced speech recognition technology, which offers real-time pronunciation correction and interactive comprehension questions, not only bolsters foundational reading skills but also cultivates critical thinking abilities, aligning with the principles of active learning. The personalized learning experience provided by the level-based e-book navigation also perfectly aligns with Tomlinson's (2014) differentiated instruction framework. Furthermore, the embedded support and feedback mechanisms within Readable resonate with Vygotsky's (1978) Zone of Proximal Development theory, offering crucial scaffolding for progressive learning.

Despite the pronounced enthusiasm, the study also highlighted potential barriers to effective implementation. These include limited access to technology in some educational settings, the potential for the application's engaging interactive features to become distractions, particularly for younger learners, and the crucial need for intensive teacher training to seamlessly integrate the app into existing curricula. These concerns echo Cuban's (2001) cautionary perspective on technology integration in education, emphasizing the necessity of thoughtful implementation and robust pedagogical practices. This is further supported by Clark and Mayer's (2016) findings on the role of technology in student motivation, as well as research by Warschauer (2003) and Koehler and Mishra (2009) on the importance of infrastructure, technical support, and ongoing professional development for teachers to successfully adopt educational technology.

Pre-service teachers proposed a range of integration strategies, including utilizing Readable as a supplementary tool for independent practice, for personalized small-group instruction, or through blended learning approaches that combine traditional and digital methods. These strategies align with the principles of "teaching for understanding" as described by Wiske et al. (2008), advocating for deep comprehension and meaningful learning experiences. Furthermore, Prensky's (2001) insights into understanding the learning styles and preferences of the *digital native* generation are crucial for effectively integrating tools like Readable into the classroom. The development of digital literacy skills, as highlighted by Warschauer (2003), also becomes increasingly vital in the digital age, and Readable holds significant potential to contribute to this development. This study's findings are thus anticipated to catalyze the cultivation of more adaptive and effective learning habits in Indonesia, profoundly underscoring that the ultimate success of technology integration in

the educational landscape hinges critically on the preparedness, deep understanding, and comprehensive, continuous support provided to educators.

CONCLUSION

This study reveals that the READABLE app is a promising tool for improving students' reading comprehension, offering interactive, level-based, and personalized features that engage learners of varying abilities. Pre-service teachers view the app positively but highlight several challenges, including potential distractions, unequal access to technology, and the need for effective curriculum integration. The successful use of READABLE depends on adequate teacher training, technological support, and alignment with pedagogical strategies such as differentiated instruction. Overall, READABLE has great potential to enhance literacy learning if implemented thoughtfully with proper support. Future research should further examine its long-term impact and compare it with other digital reading tools. However, its effective implementation requires careful attention to challenges such as access to technology, potential distractions, and the integration of curriculum. Adequate support for teachers and students, coupled with comprehensive training and consistent resources, is a crucial factor in achieving success. This study's findings are hoped to be a catalyst for developing more adaptive and effective learning habits in Indonesia, underscoring that the success of technology integration in the educational landscape hinges critically on the preparedness, deep understanding, and comprehensive, continuous support provided to educators.

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