PREFACE

This study was conducted to explore the use of digital tools to assist EFL students in learning academic reading with a focus on the use of three categories of digital tools—translation tools, online dictionaries, and AI-based tools—at a university in Tasikmalaya. This study aims to support EFL students in developing their academic reading skills by utilizing digital tools to enhance their learning outcomes.

This study is divided into five sections: introduction, literature review, research methodology, results & discussion, conclusion & suggestions. First, the introduction outlines the background of the research, formulation of the problem, aims of the study, operational definitions, and the significance of the study. Second, the literature review examines academic reading, the role of digital tools for learning reading, the Technology Acceptance Model, and a study of relevant research. Third, the research methodology presents the research design, population and sample, data collection, validity and reliability, data analysis, and research schedule. Fourth, the research results and discussion. Finally, conclusions and suggestions for further research.

This research could not have been completed without the support and prayers of those around the researcher, for which the researcher would like to express her deepest gratitude in the acknowledgements section. The researcher welcomes both constructive criticism and suggestions from readers to improve this study. It is hoped that this research will benefit EFL teachers and students by understanding how digital tools can be used effectively in learning to assist students in overcoming challenges in learning academic reading.

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Irda Saniati Munawaroh
212122007