

Improving Student's Reading Comprehension by Using Bookr Class Application in Smp Muhammadiyah Jayapura

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ABSTRACT

The objective of this study is to find out whether there is a significant difference in reading comprehension between students who are taught by BOOKR CLASS APP and without using it. CIRC BOOKR CLASS APP was compared with conventional method in teaching-learning process. This study is a quasi-experimental design (Creswell 2012). Purposive sampling is the sample method used in this investigation. Ninety students in the seventh grade at SMP Muhammadiyah Jayapura served as the study's subjects. There two classes were created out of this study. Class A was the experimental group, whereas Class B served as the control group. The pre-test was administered to both classes (experimental and control) prior to treatment. During the study, students in the experimental class were taught using the BOOKR CLASS APP, while the control class was taught using traditional methods. The teaching-learning process lasted five weeks. After the experiment, both classes were given a post-test. The data was analyzed using IBM SPSS Statistics V.30 (Independent Samples-Test). The findings demonstrated a substantial difference between the BOOKR CLASS APP and conventional methods for boosting students' reading comprehension. The experimental class has proven to be more effective than the conventional method.

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Introduction

Reading is important in our life. Through reading we can enhance our experience, develop new concept, solve our problem, and to see the changes in the world. Yet the importance of reading has not been realized by most people in our society. A large number of our society is classified as poor reader and majority of them read poor quality of materials.

Yusuf et al., 2023, Laelasari 2013, Irfun 2023, and Westwood et al., 2008 Said that reading comprehension is defined as the level of understanding of writing, reader interact with the text, crucial in understanding and communicating a written form. Proficient reading depends on the ability to recognize word quickly and effortlessly. If word recognition is difficult students use too much of their processing capacity to read individual words, with interferes with their ability to comprehend what is read.

The digital teaching materials (Android) are intended to help correspondence students to overcome the main difficulties they have while studying English and to improve their learning outcomes, and also helps them understand the material being taught (Polyakova et al,2020, Krasilnikova, 2023). Nowadays some of researchers and teachers in other countries try to find out the solution to solve the problem of the students such as bored reading English textbook, expensive cost of book, and the method

by using of teachers. Here some of researchers have conducted research by using APP in improving students reading comprehension;

They said that (Ajisoko 2022, Candra 2023, Chakravarthy et al. 2023 and Rahmanita et al. 2021) findings of all of the identified studies showed that there was an improvement in reading comprehension, powerful support for acquiring reading skills and interpreting comprehension, and the students' motivation to learn English was lack and need more learning resources or materials to learn reading comprehension after the treatment with mobile applications. In addition, a positive attitude and enhanced learner motivation when using mobile apps was found in several studies. The use of mobile applications in developing reading comprehension in second language acquisition, in two databases: Web of Science and Scopus. The studies showed that there was an improvement in reading comprehension after the treatment with mobile applications. In addition, a positive attitude and enhanced learner motivation when using mobile apps was found in several studies (Klimova et al., 2020, and Generale et al., 2023).

In this study the researcher will use , BOOKR Class is an English as a Second Language, English as a Foreign Language (ESL / EFL) edutainment tool designed to engage children to read in the target language. In BOOKR Class APP is provided a tool for students to navigate the often-bumpy road of becoming passionate readers in another language, combined the elements of e-books, audiobooks, traditional textbooks, educational apps and mobile games to give children the most engaging reading experience possible. The researcher does hope that by using this APP the students can enjoy to read English textbook and solve their problems so that they can improve their reading comprehension (Karanyi et al., 2022)

SMP Negeri Muara Tami is located RI (Papua) borders Papua New Guinea. Students interest in reading is the biggest problem in this school especially English textbook. Based on previous observations, there are some of reason that making students are low interesting reading book. The first, the books are so expensive for them. The second, the method of teachers using are left behind (some of teachers still using traditional Method/Strategies). Understanding English texts is very important for them because they living border directly with Papua New Guinea which using English as the main language (mother tongue). According (Juliana 2021, Margaryan et al., 2020, Shcherbakova et al., 2021, Genç 2024, and Haugstad et al., 2023) finding solutions for students and introducing digitization English teaching to teachers are very urgent for them. On account of, this school is located in rural area.

Based on my previous observation, the students SMP Negeri Muara Tami have low reading comprehension because they do not understand the meaning of most text, boring to read English textbook, some of students did not have English textbook, and the way (method) of teachers taught so born. Due to the reasons above, the teachers should find the others method to solve the students' problems. Finding a solution is very urgent for them because they living borders Papua New Guinea (PNG) who using English in daily activities and transaction.

Theoretical Framework

According Grigoraş et al., (2023) Some of the advantages of using technology in EFL classes include, but are not limited to a better learning process, more interactive lessons, reduction of time spent by teachers preparing the lessons, improvement of the students' learning quality, decrease in dependence on the teacher, increase towards the positive attitude upon EFL and access to the information available on learning platforms. Probably the easiest way to introduce technology in EFL classes is to use existing online platforms. From our teaching experience, we believe that platforms such as Cambridge One Plus, Kahoot!, Epic - Kids' Books & Reading, BOOKR Class, Vooks, or Twinkl are good examples that may facilitate teaching and stimulate learning in a very effective way. Some of the advantages of their use are presented in this section.

Epic - Kids' Books & Reading and BOOKR Class are two platforms which may be used to develop

reading skills. According to their website, Epic - Kids' Books contains over 40,000 books, audiobooks and learning videos, selected by a team of experts from top publishers. By using this platform, teachers may have access to students' progress, students may develop their listening skills as well, as the platform reads the story out loud while the students have the text in front of them, or their vocabulary skills. By clicking on a word, students can see the definition in English or even translate it if the browser allows the translation process. At the end of the book, there is usually a quiz to check the comprehension of the text. The teacher can see the results of the quiz and the time the student spent reading the book (Toma et al.,2023).

Daweli et al.,(2024) found that learners had positive perceptions of using digital app (AI) tools in their learning because they helped improve their reading skills and increased their confidence and motivation in reading. In addition, using AI tools for instructing reading enhanced EFL learners' skills because they provided supportive and adaptive learning tailored to their needs.

Research Method

The research is quantitative experimental research refers to compare two Method (BOOKR Class APP and without Using BOOKR Class APP), which one is more effective through analysing the means of post-test result.

1. Research questions

- Q1: How is students' reading comprehension before implementing BOOKR Class APP and Conventional method?
- Q2: How is the students' reading comprehension after implementing BOOKR Class APP and Conventional method?
- Q3: Is there any significant difference of students' score of reading comprehension before and after BOOKR CLASS APP and Conventional method are implemented?
- Q4: Are there any significant differences between BOOKR CLASS APP and Conventional method in improving the students' reading comprehension?

2. Participants

The population of this research was the seventh-grade students SMP Muhammadiyah Jayapura. They were divided into three classes with 30 students in each class. To determine the number of populations of this research, the researcher used the purposive sampling technique because the number of seven-year students was more than 60 students. A sample is a part of a population that is supposed to represent the population's characteristic (Allwood 2012 and Singh 2007). Sampling is defined as the process of selection of sampling units from the population to estimate population parameters in such a way that the sample truly represents the population. The sampling technique for this study was purposive sampling. It means that certain samples were chosen based on researcher's view that the sample was chosen a representative. Through this technique, two classes were taken and were called as an experimental class and a control class, namely class VIIIA and VIIIB. There were 30 students belonging to the experimental class and 30 students belonging to the control class. In this study, the students in the experimental class were taught English by using BOOKR CLASS APP whereas the control group was taught English without using BOOKR CLASS APP.

Result and Discussion

The highest pre-test and post-test scores are 80-100. The medium score is 60-75, and the lowest score is 0-55. To make things clearer, the following table displays the categories of the students' reading comprehension scores.

Table 1. The categories of the students' reading comprehension

Score Class	Category
80-100	Highest Score
60-75	Medium Score
0-55	Lowest Score

a. Data of the pre-test score

1) The description of the pre- test score of experimental class

The pre-test for the experimental class was held on April 16, 2018. The pre-test data was analyzed using the computer application SPSS V. 30 to calculate the mean, standard deviation, variance, and total score. The table below categorizes students' reading comprehension based on the results of the pre-test.

Table 2 illustrates the frequency of students' reading comprehension based on findings of the pretest.

Score class	Number of students	Percentage	Category
80-100	4	13%	Highest score
60-75	24	80%	Medium score
0-55	2	7%	Lowest score
Total	30	100%	

The table above shows that there are four students (13%) in the highest score category, twenty-four students (80%) in the medium group, and two students (7%) in the lowest category. The reading exam has 20 items, with probable maximum scores ranging from 80 to 100 and probable lowest scores ranging from 0 to 55. The frequency distribution of the students' pre-test scores found that the experimental class had the highest score of 85 and the lowest score of 50. The typical score in the experimental class is 70.33. The table below displays detailed information.

Table 3. The descriptive analysis on the pre-test scores of the experimental class

Mean	SD	Score Max	Score Min	N
70.33	8.889	85	50	30

According to the descriptive analysis of the reading comprehension test score, the experimental class had a mean score of 70.33 and an average standard deviation of 8.889. According to the table of categories for the experimental class above, the students' reading comprehension is on the medium level. The typical score in the experimental class is 70.33. It lies between the class scores of 70 and 75. As a result, the children' reading comprehension in the experimental class before to therapy was assigned as medium.

2) The description of the pre- test score of the control class

The control group is the other class used in this study. The class consists of students who were not taught English using the BOOKR CLASS APP during the teaching and learning process. Before administering the test, the teacher taught the control class pupils the same subject using the normal way. It was intended to avoid a significant difference between the experimental and control classes'

reading comprehension ratings. The table below illustrates the category of students' reading comprehension based on the reading pre-test score of the control class.

Table 4. Frequency of the students' reading comprehension based on the result of the pre-test.

Score class	Number of students	Percentage	Category
80-100	6	20%	Highest score
60-75	23	77%	Medium score
0-55	1	3%	Lowest score
Total	30	100%	

Six students (20%) fall into the highest category, 23 students (77%) fall into the medium category, and one student (3%) falls into the lowest category, as shown in table 4 above. The control class had the highest score of 85 and the lowest score of 50, according to the data from the frequency distribution of students' test scores. The control class's mean score is 71.17. The table below displays the detailed details.

Table 5. Descriptive analysis of the pre-test scores of the control class

Mean	SD	Score Max	Score Min	N
71.17	7.621	85	50	30

According to the descriptive analysis of the pre-test results for reading comprehension, the control class's mean score is 71.17, with a standard deviation of 7.621. The reading comprehension of the control class's students falls within the medium category, according to the category chart above. The control class's mean score, which falls between 70 and 75, is 71.17. Consequently, it may be said that the control class's pupils' reading comprehension falls within the medium category.

1. The comparison of pre- test between experimental class and control class

Prior to teaching, whether with or without the BOOKR CLASS APP, it is necessary to make sure that the experimental and control classes' reading comprehension levels are comparable. Before the researcher started teaching all the materials, a pre-test was administered. The statistical information on the pre-test of the experimental and control classes' students' reading comprehension is shown in the following table. The experimental class's and the control class's pre-test results were compared. The purpose of this study was to determine whether or not the experimental class's reading comprehension skills using the BOOKR CLASS APP and the control class's reading comprehension skills using the traditional approach differed significantly.

Table 6. The statistical data the pre-test of students' reading comprehension of the experimental and control class

Data	Experimental Class	Control Class
Number of students	30	30
Sum of Scores	2110	2135
Variance	79.20	58.07
Mean	70.33	71.17
SD	8.889	7.621

The aforementioned table indicates that there is no distinction between the experimental and control classes' class categories. Overall, the experimental class scored 2110 on the pre-test, whereas the control group scored 2135. Furthermore, the experimental class's and the control class's pre-test means are 70.33 and 71.17, respectively, indicating that both classes' reading comprehension falls into

the middle range. The experimental and control classes' mean scores fall between 70 and 75, which explains why. It indicates that the medium category is the students' past knowledge.

b. Data of the post- test score

1) The description of post-test scores the experimental class

The purpose of this description is to determine whether or not the experimental class's students' reading comprehension was enhanced by the BOOKR CLASS APP. The statistical information on the students' reading comprehension based on the outcomes of the post-test for both classes is explained in the following table. After the pupils received treatment, the data was collected. 24 students (80%) fall into the highest category, 6 students (20%) go into the medium category, and nobody falls into the lowest category, according to the table below. There is no question that the students' reading comprehension has improved after comparing the pre-test and post-test statistical data. The students' reading comprehension of the experimental class based on the result of the post-test is as follow;

Table 7. The category of the students' reading comprehension of the experimental class after the treatment

Score class	Number of students	percentage	Category
80-100	24	80%	Highest score
60-75	6	20%	Medium score
0-55	-	-	Lowest score
Total	30	100%	

This assertion should be verified, though, as the t-test results can indicate otherwise. The examination of the reading comprehension results following treatment is shown in another table below.

Table 8. Data of the reading comprehension of the experimental class.

Mean	SD	Score Max	Score Min	N
80.83	4.698	90	70	30

The experimental class's maximum score is 90, while its lowest score is 70, according to the data from the frequency distribution of the students' post-test scores. Additionally, the experimental class's standard deviation is 4.698, and its mean score is 80.83. It may be concluded that the experimental class's kids' reading comprehension falls into the top category (very good) based on the score category shown in table 7. The experimental class's mean score (80.83) falls between class groups 80 and 90.

2) The description of post- test score of the control class

The post-test was used to determine whether or not the traditional approach enhanced the control class's reading comprehension. The control class's post-test results are summarized in the table below. According to the data, the majority of students fall into the medium category.

Table 9. The Category of the students' post reading comprehension test of the Control class after the treatment.

Score class	Number of students	Percentage	Category
80-100	9	30%	Highest score
60-75	21	70%	Medium score
0-55	-	-	Lowest score
Total	30	100%	

Nine students (30%) fall into the highest category, twenty-one students (70%) go into the medium category, and none of the students fall into the lowest category, as shown in the above table.

c. Data analysis of the research hypothesis

The purpose of this study was to compare the reading comprehension skills of students who received instruction using the BOOKR CLASS APP to those who did not. SMP Muhammadiyah 2 Depok Sleman was the site of this investigation.

Finding the differences in reading comprehension skills between the experimental and control classes is the goal of the hypothesis-based data analysis. The hypothesis test's goal is to demonstrate whether or not the BOOKR CLASS APP helps SMP Muhammadiyah Jayapura students' reading comprehension. The paired sample test and independent sample t-test were used to investigate the study's premise.

1) The comparison of pre-test and post- test of the experimental class and the control class (Paired Sample Test)

The effectiveness of the traditional approach and BOOKR CLASS APP in teaching reading at SMP Muhammadiyah Jayapura is assessed using a paired sample t-test. Each class's pre-test and post-test results were compared in order to determine how much each class had improved. SPSS V.30 was used to analyze the data and compare the pre-test and post-test scores for both classes. If the t-test's significance level is greater than the probability significance (Sig <.05), the null hypothesis is presumed to be accepted. Table 11 displays the outcome.

Table 10. The descriptive statistics of experimental class before and after treatment.

SD	Mean	Numbers	Variable
8.899	70.33	30	Pre- Test
4.564	80.83	30	Post- Test

As can be seen from Table 10, the experimental class's mean score was 70.33 prior to treatment and 80.83 following treatment. It is asserted that the experimental class's mean score is greater following treatment than it was prior to it. Thus, the BOOKR CLASS APP has a beneficial impact on reading instruction.

Table 11. The paired sample test of the experimental class.

Sig (2-tailed)	df	SD	t_o	Variable
.000	29	6.345	-9.064	Reading Comprehension

At the significance level of 0.05, the difference between the experimental class's before and after treatment has a significant value of .000, which is less than 0.05 (.000 < 0.05). Therefore, it can be concluded that the mean reading comprehension score before and after treatment with the BOOKR CLASS APP differs significantly. Consequently, the BOOKR Class APP has a significant impact on the reading comprehension test result.

Table 12. The descriptive statistics of control class before and after treatment.

SD	Mean	Numbers	Variable
7.621	71.17	30	Pre- Test
5.713	74.63	30	Post- Test

The reading comprehension mean score of a control class that did not use the BOOKR CLASS APP is displayed in the above table. The table shows that the control class's mean reading comprehension scores before and after the course were 71.17 before and 74.63 after, respectively. As a result, the control class's post-course mean score is greater than its pre-course mean.

Table 13. The paired sample test of control class.

Sig (2-tailed)	df	SD	t_o	Variable
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.000	29	4.577	-4.188	Paired Differences
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At the significance level of 0.05, the difference between the control class's before and after courses has a significant value of .000, which is less than 0.05 ($.000 < 0.05$). Therefore, it can be concluded that the mean reading comprehension score before and after the course without the use of the control class's BOOKR CLASS APP differs significantly.

The aforementioned paired sample t-test demonstrated that both the traditional approach and the BOOKR CLASS APP are successful strategies for raising students' reading comprehension. The pre-test and post-test result for both courses differ significantly. Nonetheless, the BOOKR CLASS APP post-test mean score (80.83) was greater than the CM (74.67) mean score. It points out that BOOKR Class APP gives more improvement than CM.

2) The comparison of the effectiveness of two methods in improving students' reading comprehension (independent sample test)

The data was analyzed using an independent test to determine which approach—the traditional method or the BOOKR Class APP—is more successful. This test aims to determine whether the BOOKR Class APP and the traditional approach significantly vary in terms of enhancing students' reading comprehension. SPSS V.30 (Independent test) was used to analyze the test. The test's significance level, which is greater than probability significance ($\text{sig} < .05$), indicates whether the null hypothesis is accepted. The result is as follow;

Table 14. The descriptive statistics pre-test of experimental class and control class.

SD	Mean	Numbers	Variable
8.889	70.33	30	Pre- Test E. class
7.621	71.17	30	Pre- Test C. class

The experimental and control classes' mean reading comprehension scores are displayed in table 14. The experimental class's pre-test mean score is 70.33, while the control class's is 71.17. As a result, the experimental class's mean score and the control class's are nearly identical.

Table 15. The result of the t-test between on the pre-test of the experimental class and the control class.

Sig (2-tailed)	df	t_o	t_t	Variable
.698	58	-3.90	1.671	Ex and Co Class

Where:

Ex	: Pre-test of the experimental class
Co	: pre-test of the control class
t_o	: t observed value
t_t 5 %	: value of t table in the significance level 5%
df	: degree of freedom
Sig.	: The probability significance

Table 15's " t "-value (1.671) indicates that there was no significant difference between the experimental class's pre-test results and the control class. At the 5% significance level, the t observed value is less than the t table value, or $-3.90 < 1.671$. The significance level (α) of 5% is less than the probability significance (sig), meaning that ($0.698 > 0.05$). Prior to experimental class treatment, hypothesis H_o , which states that there is no discernible difference between the BOOKR CLASS APP and the traditional technique in terms of enhancing students' reading comprehension, is thus accepted. It can be concluded that there is no significant difference in the mean scores of reading comprehension achievement of experimental class and control class i.e. originally experimental class and control class was similar in their reading comprehension.

Table 16. The descriptive statistics of post-test of the experimental class and the control class.

SD	Mean	Numbers	Variable
4.698	80.83	30	Post- Test E. class
5.570	74.63	30	Post - Test C. class

The reading comprehension mean scores for the BOOKR CLASS APP experimental class and the CM control class are displayed in the above table. The table shows that the experimental class, the BOOKR CLASS APP, had an average reading comprehension score of 80.83, while the control class, the CM, had an average score of 74.63. Thus, the BOOKR CLASS APP experimental class's mean score is greater than the control class's.

Table 17. The result of the t-test between the post- test of the experimental class and the control class.

Sig (2-tailed)	df	t_o	t_t	Variable
.000	58	4.619	1.761	Ex and Co Class

Table 17 demonstrated that the "t"-value (1.761) for the difference between the experimental class's and the control class's mean post-test reading comprehension achievement scores is highly significant at the 0.00 level, explaining why the experimental class outperforms the control class in this area. At the 5% significance level, the t_o value is greater than the t table value, i.e., $4.169 > 1.671$. The significance level (α) of 5% is exceeded by the probability significance (sig), meaning that $0.00 < 0.05$. The hypothesis H_o , which states that there is no discernible difference between the BOOKR CLASS APP and the traditional approach in terms of enhancing students' reading comprehension, is thus disproved. As a result, there are notable differences between the reading comprehension of pupils taught using the BOOKR Class APP and those taught using the traditional technique. It may be inferred that the BOOKR Class APP is more successful than the traditional approach at enhancing the reading comprehension of SMP Muhammadiyah Jayapura students'.

Conclusion

The finding of this study confirms that there is no significant difference was found in the reading comprehension achievement scores of the experimental class and control class of eighth graders before experimental treatment. However, the students' reading comprehension in the post-test is significant difference. The experimental class was the higher than control class. This suggests that students who were taught using the BOOKR CLASS APP performed significantly better in terms of reading comprehension than students who were taught using traditional methods. In addition, independent sampling tests revealed that the BOOKR CLASS APP outperformed the conventional method in boosting students' reading comprehension at the seven-grade level. This study reveals that students who were taught reading using the BOOKR CLASS APP improved their reading comprehension more than students who were taught reading using traditional methods. Furthermore, future research should look into other digital learning techniques, such as Duolingo, to better understand the positive influence they have on teaching reading.

Declaration of conflicting interest

The authors declare that there is no conflict of interest.

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