

EXPLORING HIGH SCHOOL STUDENTS' PERCEPTIONS OF DOLA AI AS A TOOL TO ENHANCE READING COMPREHENSION

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ABSTRACT

This study aims to explore high school students' perceptions of the use of Dola AI as a tool to improve reading comprehension in the context of English as a Foreign Language (EFL). Reading comprehension is an important skill, yet it remains a challenge for many students, particularly due to their limited use of effective reading strategies such as skimming and scanning. The integration of artificial intelligence (AI) into education offers new opportunities to support learning through adaptive and interactive technology. This study employed a qualitative descriptive design involving six high school students who had experience using Dola AI in their English language learning activities. Data were collected through semi-structured interviews and analyzed using thematic analysis based on the Braun and Clarke framework. The results indicate that students generally view Dola AI as a useful and user-friendly tool for helping them understand English texts. Key features such as automatic summarization and contextual Question and answer help students identify main ideas and specific information more efficiently. In addition, the use of Dola AI can also reduce cognitive load and increase student engagement in reading activities. However, some students also expressed concerns regarding reliance on AI and the accuracy of the answers it generates. Overall, this study highlights both the potential and the limitations of using AI in reading instruction.

Keywords: Dola AI, reading comprehension, students' perception

ABSTRAK

Penelitian ini bertujuan untuk mengkaji persepsi siswa sekolah menengah atas terhadap penggunaan Dola AI sebagai alat untuk meningkatkan pemahaman

bacaan dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL). Pemahaman bacaan merupakan keterampilan yang penting, namun tetap menjadi tantangan bagi banyak siswa, terutama karena keterbatasan mereka dalam menerapkan strategi membaca yang efektif seperti skimming dan scanning. Integrasi kecerdasan buatan (AI) ke dalam pendidikan menawarkan peluang baru untuk mendukung pembelajaran melalui teknologi adaptif dan interaktif. Penelitian ini menggunakan desain deskriptif kualitatif yang melibatkan enam siswa sekolah menengah atas yang memiliki pengalaman menggunakan Dola AI dalam kegiatan pembelajaran bahasa Inggris mereka. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik berdasarkan kerangka kerja Braun dan Clarke. Hasil penelitian menunjukkan bahwa siswa secara umum memandang Dola AI sebagai alat yang berguna dan ramah pengguna untuk membantu mereka memahami teks-teks bahasa Inggris. Fitur-fitur utama seperti ringkasan otomatis dan tanya jawab kontekstual membantu siswa mengidentifikasi ide utama dan informasi spesifik secara lebih efisien. Selain itu, penggunaan Dola AI juga dapat mengurangi beban kognitif dan meningkatkan keterlibatan siswa dalam aktivitas membaca. Namun, beberapa siswa juga mengungkapkan kekhawatiran terkait ketergantungan pada AI dan akurasi jawaban yang dihasilkannya. Secara keseluruhan, penelitian ini menyoroti potensi dan keterbatasan penggunaan AI dalam pengajaran membaca.

Kata Kunci: Dola AI, Pemahaman Membaca, Presespsi Siswa

A. INTRODUCTION

Reading comprehension is a fundamental skill in English as a Foreign Language (EFL) instruction, as it enables students to construct meaning and understand texts effectively. Reading is not merely translating words; it is an interactive process in which the reader actively interprets the author's message

(Nuttall, 1996). This implies that success in reading requires students to engage cognitively with the text, connect ideas, and build comprehensive understanding, rather than focusing solely on individual words. Furthermore, reading ability is closely linked to the development of critical thinking skills, which are essential for students' academic

success (Snow, 2002). This suggests that students who can effectively comprehend texts are more likely to analyze information, evaluate arguments, and develop a deeper understanding. However, many high school students still struggle with understanding English-language texts. One of the main challenges lies in their reliance on inefficient reading strategies, particularly linear reading, which involves processing word by word. This approach often limits students' ability to effectively identify main ideas and specific information (Yusuf et al., 2017). As a result, students tend to spend more time trying to understand the meaning of individual words than grasping the overall meaning of the text, which can lead to cognitive overload and reduced motivation in reading activities.

To address these challenges, the integration of artificial intelligence (AI) into education has emerged as a solution that supports the student learning process. Recent research indicates that AI-based tools can enhance student understanding by providing adaptive and interactive learning experiences (Baidoo-Anu & Ansah, 2023). This demonstrates that

AI is not only capable of conveying information but also of tailoring learning content based on students' needs and abilities, thereby making learning more personalized. Additionally, AI can serve as a facilitator in learning activities by supporting higher-order thinking skills and guiding students through complex tasks (Hwang & Kuo, 2023). This highlights AI's potential to assist students not only in understanding content but also in fostering deeper cognitive engagement during the learning process. One emerging AI tool in education is Dola AI, a generative AI platform designed as an intelligent assistant to support users via instant messaging systems (Dola Co., 2023). This tool provides features such as automatic summarization and contextual Q&A, which can help students process text more efficiently. Therefore, Dola AI has the potential to serve as a practical tool in helping students overcome difficulties in reading comprehension. This is supported by previous studies indicating that AI can transform learning environments by providing adaptive and personalized support (Holmes, Bialik, & Fadel, 2019).

In the context of reading comprehension, the use of appropriate reading strategies plays a crucial role in helping students process texts effectively. Efficient readers are those who can apply appropriate strategies based on their reading goals (Nuttall, 1996). This indicates that reading is not a passive activity, but rather a strategic process that requires readers to adapt their approach to achieve better comprehension. Among various reading strategies, skimming and scanning are widely recognized as effective techniques for improving reading efficiency (Yusuf et al., 2017). Skimming allows students to quickly identify the main ideas of a text, while scanning helps them find specific information without reading the entire text in detail. These strategies are highly relevant in helping students analyze information in texts and reduce cognitive load during reading activities. Regarding the use of AI tools such as Dola AI, the effectiveness of these strategies is also influenced by students' level of acceptance of the technology. The Technology Acceptance Model (TAM) proposed by Davis (1989) explains that users' perceptions—specifically

their perceptions of usefulness and ease of use—determine their willingness to adopt a technology. This indicates that students' perceptions of Dola AI play a crucial role in determining whether the tool can effectively support the application of reading strategies in the learning process.

Several previous studies have examined the role of artificial intelligence in education, particularly in supporting the student learning process. Research conducted by Baidoo-Anu and Ansah (2023) found that AI tools can enhance student understanding through adaptive and interactive explanations. This indicates that AI has great potential to facilitate learning by providing personalized support for students. This is also consistent with the research by Hwang and Kuo (2023), Holmes et al. (2019) highlight that AI-based tools can increase student engagement by creating more interactive and supportive learning environments. Demonstrated in their study that conversational AI can increase student engagement in learning activities, indicating that AI-based tools can make learning more interactive and motivating. On the

other hand, Yusuf et al. (2017) emphasize that reading strategies such as skimming and scanning are effective in improving students' ability to comprehend texts efficiently. However, these studies tend to focus on the effectiveness of AI in the context of general learning or on reading strategies in isolation, without integrating these two aspects. Furthermore, although the Technology Acceptance Model (Davis, 1989) has been widely used to examine user acceptance of technology, its application in exploring students' perceptions of AI tools specifically for reading comprehension remains limited. Therefore, this study aims to explore high school students' perceptions of Dola AI as a tool to improve reading comprehension, particularly in supporting the use of skimming and scanning strategies.

This study aims to provide a deeper understanding of how high school students perceive the use of Dola AI in supporting their reading comprehension. By focusing on students' experiences, this study aims to explore how AI features are utilized in applying reading strategies such as skimming and scanning in real-world learning contexts. Understanding

students' perceptions is crucial, as it influences the effective acceptance and utilization of technology in the learning process (Davis, 1989). This suggests that even the most advanced technological tools may not function optimally if users do not find them useful or easy to use. Therefore, this study is expected to contribute both theoretically and practically. Theoretically, this study enriches the discussion on AI-assisted language learning, particularly in the context of reading comprehension. Practically, this study offers insights to educators on how AI tools such as Dola AI can be effectively integrated into classroom practices to support students' reading development.

B. RESEARCH METHODS

This study employed a qualitative descriptive design to explore high school students' perceptions of using Dola AI as a tool to enhance reading comprehension. A qualitative approach was considered appropriate as it allows the researcher to gain an in-depth understanding of students' experiences and perspectives in their natural learning context (Creswell, 2018). The study was conducted in a senior high school

in Garut, Indonesia, involving six students selected through criterion sampling. The participants were chosen based on specific criteria, including having experience using Dola AI engaging with English texts as part of their learning activities, and being willing to share their experiences openly. This sampling technique ensured that the participants could provide rich and relevant data related to the research focus.

Data were collected through two techniques, namely semi-structured interviews and usage logs of Dola AI. The semi-structured interviews allowed flexibility in exploring students' responses while maintaining alignment with the research objectives (Creswell, 2018). The interview questions focused on students' experiences in using Dola AI features and their perceptions of its usefulness in supporting reading comprehension, particularly in applying skimming and scanning strategies. In addition, usage logs were employed to record students' interactions with Dola AI during reading activities. These logs documented how students utilized specific features such as summarization and question-

answering while performing skimming and scanning strategies. The purpose of using logs was to capture actual learning behaviors and provide contextual evidence to complement students' verbal responses, thereby enhancing the credibility of the data. The collected data were analyzed using thematic analysis following Braun and Clarke (2022), which involves several steps, including familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This method enabled the researcher to identify patterns and key themes related to students' perceptions of Dola AI in reading activities.

C. FINDINGS AND DISCUSSION

FINDINGS

Tabel 1. Students' Perceptions of Using Dola AI in Supporting Reading

No	Perceptions	Description
1	Cognitive Support in AI-Assisted Reading	Students find it easier to understand texts through summaries

No	Perceptions	Description	No	Perceptions	Description
		provided by Dola AI			understanding English texts
		- Helps identify main ideas and supporting details - Assists in understanding difficult vocabulary - Reduces difficulty in comprehending long texts			- Makes reading less stressful and more enjoyable - Encourages active participation in learning
2	AI-Supported Reading Efficiency through Skimming and Scanning	- Students can quickly find main ideas without reading the entire text - Helps locate specific information directly - Saves time in completing reading tasks - Supports skimming and scanning strategies effectively	4	Perceived Limitations of AI	- AI sometimes provides inaccurate answers - Responses are not always aligned with the original text - Students still need to recheck the text - AI cannot fully replace manual reading
3	Affective Engagement in AI-Assisted Reading	- Students feel more motivated to read - Increases confidence in	5	Awareness of Dependency on AI	- Students realize they rely too much on AI - Tend to use AI instead of reading independently - Concern about reduced reading ability - Prefer quick answers rather

No	Perceptions	Description
		than deep understanding

The data were analyzed using thematic analysis following Braun and Clarke (2022). The analysis process involved familiarizing with the data, generating initial codes, categorizing the codes, and identifying patterns to develop themes. Based on the analysis, five main themes emerged that represent students' perceptions of using Dola AI in supporting their reading comprehension. These themes include cognitive support in AI-assisted reading, AI-supported reading efficiency through skimming and scanning, affective engagement in AI-assisted reading, perceived limitations of AI, and awareness of dependency on AI.

DISCUSSION

1. Cognitive Support in AI-Assisted Reading

The findings indicate that most students recognized Dola AI as a useful tool in improving their reading comprehension. Students explained that the summary feature helped them

understand texts more efficiently by identifying main ideas without having to read the entire passage in detail. For example, one participant stated, "Dola AI helps me understand texts faster because it provides a summary immediately" (S1). Similarly, another student mentioned, "It's easier for me to get the main points because I don't have to read everything" (S2). Furthermore, a third participant explained, "Dola AI makes texts simpler and easier to understand" (S3). These responses indicate that students rely on Dola AI to simplify complex information into a more accessible form. These findings reflect the concept of reading as an interactive process, where readers actively construct meaning from a text (Nuttall, 1996). In this context, Dola AI supports students by providing structured feedback that helps them focus on key ideas rather than parsing every word. This also suggests that the tool reduces the cognitive effort required in reading, which helps students process information more effectively. Furthermore, these results align with the findings of Baidoo-Anu and Ansah (2023), who found that AI-based tools can improve student comprehension through adaptive and

supportive features. Dola AI's ability to generate summaries aligns with this function, as it helps students manage information more efficiently. From a student perception perspective, these findings also indicate a high level of usability, as proposed in the Technology Acceptance Model (Davis, 1989). Students perceived Dola AI as useful in supporting their learning tasks, particularly in comprehending English texts. This implies that when students perceive a tool as useful, they are more likely to integrate it into their learning process. Therefore, Dola AI can be seen not only as a technological tool but also as a cognitive support system that facilitates students' reading comprehension.

2. AI-Supported Reading Efficiency through Skimming and Scanning

The findings suggest that Dola AI supports students in improving their reading efficiency, particularly through the implementation of skimming and scanning strategies. Students reported using Dola AI to speed up the process of identifying information and finding specific details without reading the entire text. This is in line with a student's statement, "I use Dola AI to

find the main idea quickly, so I don't have to read everything" (S1). Similarly, another student mentioned, "When I need specific information, I just ask Dola AI instead of searching manually in the text" (S2). A third participant also explained, "Dola AI helps me save time because I can immediately get to the important points" (S3). These responses indicate that students actively use AI features to maximize their reading process. This finding relates to the concept of strategic reading, where readers apply specific techniques based on their reading purposes (Nuttall, 1996). In this case, the use of Dola AI enhances students' ability to apply skimming and scanning strategies more effectively. Skimming makes it easier for students to identify the main ideas of a text, while speed reading helps them find specific information efficiently (Yusuf et al., 2017). The integration of Dola AI strengthens these strategies by providing immediate access to summarized content and direct answers, reducing the time and effort required in reading activities. Furthermore, these findings point to how Dola AI can transform traditional reading practices into a more efficient

and goal-oriented process. Instead of relying solely on manual reading, students combine their reading strategies with the help of Dola AI to achieve faster comprehension. From the perspective of the Technology Acceptance Model (Davis, 1989), the study states that this also reflects a high level of usability, as students recognize the practical benefits of using Dola AI in completing reading tasks more efficiently. Therefore, Dola AI not only supports reading comprehension but also increases students' efficiency in applying effective reading strategies.

3. Affective Engagement in AI-Assisted Reading

These findings indicate that the use of Dola AI contributes to students' affective engagement in reading activities. Several students reported feeling more engaged, motivated, and confident when using Dola AI during reading tasks. This is in line with the opinion of a participant who stated, "I feel more interested in reading because Dola AI makes it easier to understand the text" (S1). Another student also mentioned, "I am more confident when reading English texts because I can ask Dola AI if I don't understand something" (S2). Also, a

third participant explained, "Using Dola AI makes reading less stressful and more enjoyable" (S3). These responses indicate that Dola AI provides a more positive emotional experience in reading activities. These findings highlight the importance of affective factors in the learning process. When students feel comfortable and supported, they are more likely to actively engage in learning tasks. The presence of Dola AI as an interactive tool provides immediate assistance, which reduces anxiety and increases their confidence in dealing with complex texts. This finding is consistent with Holmes et al. (2019), who suggest that AI can enhance student engagement through interactive learning environments. Which shows that AI-based tools can increase student engagement by creating an interactive and supportive learning environment. In this case, Dola AI functions as a learning companion that encourages students to participate more actively in reading activities. From the perspective of the Technology Acceptance Model (Davis, 1989), these findings also reflect positive perceptions of ease of use and usefulness, as students feel comfortable and motivated when

interacting with the tool. Therefore, Dola AI not only supports students cognitively but also increases their emotional engagement in reading comprehension.

4. Perceived Limitations of AI

These findings indicate that although students generally viewed Dola AI positively, they were also aware of some limitations in its use for text comprehension. Some students noted that the responses generated by Dola AI were not always accurate or fully aligned with the text. This was conveyed by one participant, stating, "Sometimes the answers from Dola AI are not exactly the same as what is written in the text" (S1). Similarly, another student mentioned, "I think we still need to check the text because Dola AI can provide incorrect information" (S2). Furthermore, a third participant explained, "Dola AI is useful, but it cannot always replace reading the original text" (S3). These opinions indicate that students are aware of the limitations of the results presented by Dola AI. These findings suggest that while AI tools can support learning, they cannot be fully relied upon as the sole source of information. Students' awareness of these limitations reflects a critical

perspective on using technology. In the context of reading comprehension, relying entirely on Dola AI-generated responses can reduce students' ability to interpret text independently and critically. Therefore, students still need to engage directly with the original text to ensure accuracy and deeper understanding. These findings align with broader discussions about the limitations of AI in education, where concerns about accuracy and reliability are frequently raised. From the perspective of the Technology Acceptance Model (Davis, 1989), these findings suggest that perceived usefulness is not absolute but can be influenced by users' evaluations of the system's performance. When students encounter inaccurate or incomplete responses, their trust in the technology may decline. Therefore, it is important for educators to guide students in the critical use of AI tools, ensuring that these tools are used as supporting resources rather than as primary sources of information.

5. Awareness of Dependency on AI

These findings reveal that students are aware of the potential reliance on Dola AI in their reading activities. While they acknowledged

the benefits of using the tool, some students expressed concerns about relying too much on AI rather than developing their own reading skills. This is evident in one participant's statement, "Sometimes I rely too much on Dola AI and don't try to read the text first" (S1). Similarly, another student noted, "I feel like I use Dola AI too often, especially when I want a quick answer" (S2). A third participant explained, "If I always use Dola AI, I don't think my reading skills will improve" (S3). These responses indicate that students are not only AI users but also reflective learners who are aware of its potential impact on their study habits. These findings highlight the importance of maintaining a balance between using AI as a support tool and engaging in independent learning. While Dola AI offers convenience and efficiency, overreliance can reduce students' opportunities to practice reading skills such as interpreting, analyzing, and evaluating texts. In the context of reading comprehension, these skills are crucial for developing deeper understanding and critical thinking. From the perspective of the Technology Acceptance Model (Davis, 1989), this suggests that while

students perceived the technology as useful and easy to use, they also critically evaluated its long-term impact on their learning. This demonstrates a more mature form of technology acceptance, where users not only adopt a tool but also consider its limitations and potential consequences. Therefore, the use of Dola AI should be accompanied by appropriate guidance from educators to ensure that it supports, rather than replaces, students' active engagement in reading.

D. CONCLUSION

This study explored high school students' perceptions of the use of Dola AI as a tool to improve reading comprehension. Findings indicate that students generally perceive Dola AI as a useful and supportive tool in their reading activities. The use of Dola AI features such as summarization and question-and-answer helps students improve their comprehension by facilitating the identification of main ideas and specific information, particularly through the application of skimming and scanning strategies. Furthermore, Dola AI also contributes to students' affective engagement by increasing their motivation,

confidence, and interest in reading English texts.

However, the study also revealed that students were aware of Dola AI's limitations, particularly in terms of accuracy and potential over-reliance. These findings highlight the importance of using AI tools critically and responsibly in education. From a theoretical perspective, the study supports the Technology Acceptance Model by demonstrating that students' perceptions of usefulness and ease of use influence their engagement with Dola AI. Practically, the results suggest that Dola AI can be effectively integrated into reading instruction as a supporting tool, provided teachers guide students to balance its use with independent reading practice. Therefore, Dola AI should be positioned as a complementary resource that enhances, rather than replaces, students' reading skills.

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