CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the topics related to the study such as the background of study, statement of the research problem, the objective of the study, the significance of the study, scope and limitation of the study, and the definition of the key terms. The researcher will discuss these topics below:

A. Background of the Study

Many problems are face, especially in the field of education. There are advantages and disadvantages, which are often debate. If we talk about Indonesia, the problem of students not achieving their learning goals is not a new thing. Lack of interest in reading is one of the challenges faced by many Indonesian students. Reading is one of the most basic skills needed to learn English. English has developed into a means of learning in Indonesia at all levels of education. According to Bashir & Mattoo (2012), developing a love of reading gives students a powerful tool to succeed in life.

When reading a book, there are various challenges. As a result, they have very few and limited English vocabulary. According to Snow (2003;15) said that reading does not occur in vacuum, it is done for a purpose to achieve and during reading the reader processes the text with regard to the purpose. Therefore they may need to supplement their education by using a dictionary. The researcher observed students in grade 9 especially at MTs Sunan Kalijogo, where students appeared to have difficult understanding English reading. Lack of understanding of words is one of the main causes.

For children to succeed academically and learn all subjects, language plays an important role in their intellectual, social and emotional development. According to Septiana (2017: 1). The current saying goes "Today's Readers are Tomorrow's Leaders". To learn and increase one's knowledge, one must read literature. Knowing what is going on around us is more challenging for someone who reads and engages with the outside world. In addition to reading books, students read literary works outside of textbooks to broaden the scope of their thinking and behavior. Performance, functional, informational, and epistemic literacy are at this level.

Students who are at the performative level can read, write, listen, and speak while using symbols. According to (Guthrie et al., 2006) claims that reading is an important skill where students gain knowledge. Students can access language at the manual or instructional level and use it to fulfill daily needs such as reading novels and acquiring knowledge. Many students can read or speak, and while some of them may understand, the meaning may not. For lifelong learning, "reading to learn" is a very important skill. Therefore, one of the main goals in curriculum reform which aims to improve students' learning abilities is to develop a reading culture among students.

Reading is undoubtedly the first element for academic instruction. The sole purpose of education is school. The idea of teaching without written or printed meaning and symbols is basiclly unworkable. For students to develop reading ability and fluency, motivation is very important. In connection with this, according to Winne (1985) proposed the 'idealized reader' which refers to people who feel competent and regard reading as a personal value and practical interest.

One of a person's best tools is the ability to read. While the book is considered as a person's best friend. Reading is very helpful in increasing one's self-confidence because it not only increases knowledge but also has a calming effect. One will eventually develop a reading addiction once it becomes a habit. The best kind of rejuvenation is reading, especially when one has a busy schedule. Hence, despite one's busy schedule, take time to read books. The advancement of technology has included crucial components of language learning at all levels of education in order to improve the quality of teaching and learning processes and create autonomous learners (Sari & Wahyudin, 2019; Aminatun & Oktaviani, 2019). Generations of people spent their formative years reading aloud to one another, trying to borrow books from the library, saving pocket money to buy books, or winning books as rewards in various competitions. However, modern technologies like television and various forms of social media have altered children's mindsets and behaviors.

As a result, books are simply as a background. Children today very never receive books as gifts and nearly never save pocket money to purchase the books they desire. Children are thus compelled to use social media during the majority of their free time. Because anyone may now access anything via digital media, even reading books. According to Gambrell Palmer, Codling, and Mazzoni (1996, p.525), the reader who has intrinsic motivation for reading will enjoy and interact with the text. While some parents nowadays start to complain that their children have stopped reading, the reality on the ground is that today's parents have failed in their duty to help their children develop the habit of reading books. EFL.

The fact that people are currently concerned with their electronics serves as evidence for this. According to a survey, the majority of parents have not even bought books for themselves in recent years, much less books for their children.It is important, especially for parents and teachers, to always remember the reasons why reading is a good habit.Reading is undoubtedly the first element to academic instruction. The sole goal of education is school. Imagine education without written or printed meanings and symbols, and it becomes practically impossible. According to (Guthrie et al., 2006) claims that reading is a pivotal skill by which students acquire knowledge. For pupils to develop the ability and fluency to read, motivation is essential. As a result, those who are very motivated to read cansucceed academically.

Reading is very important for English learners since it may expand their knowledge, vocabulary, and information through reading, able to obtain a full comprehension of the text. Reading strategies are to help students comprehend thetext in the act of reading (Kuru-Gonen, 2015, p. 2924). To be a good reader, the learner must learn how to comprehend and understand the passage, so he or she can achieve the objective of reading. First, reading is a great tool for developing character. It boosts personality and self-assurance. A reader will approach life differently since they do it from experience and knowledge. Reading is also said to enhance social skills. Second, it makes sense because reading books develops knowledge and instills education in children from an early age. One can learn a lot from books, whether they are fiction or nonfiction.

Reading exposes a person to the outside world and aids in his development of awareness toward commonplace issues. Third, reading improves and enhances vocabulary and communication skills. A reader will soon become accustomed to the numerous new expressions, terms, and usages they encounter. As a result, someone who reads often will have a larger vocabulary while speaking and writing.Thick books that once used as dictionaries are now thin and portable. The dictionary has a modern face that is not boring in today is more technologically advanced and internet world. Yes, you may now access the dictionary online or on the web using a browser on a computer or mobile device. Reading strategies are to help students comprehend thetext in the act of reading (Kuru-Gonen, 2015, p. 2924). To be a good reader, the learner must learn how to comprehend and understand the passage, so he or she can achieve the objective of reading

It is quite simple to use this dictionary; all we have to do is conduct a search on the website and the results will display in online dictionaries like Dictionary.com, Google Translate, etc. With the push of a button, an electronic dictionary can model the pronunciation of any given word in audio mode and offer instant access to a key to the symbols used in the appropriate phonological transcription from within a given entry (Singleton, 2016, p. 208), knowledge, vocabulary, and information through reading, able to obtain a full comprehension of the text.

Hamilton (2012) stated the language learners might most frequently use a dictionary during reading activity because they can use the context clues, glossaries, and dictionaries to decide the meaning of the unfamiliar words and multiple meanings within words. First, reading is a great tool for developing character. It boosts personality and self-assurance. A reader will approach life differently since they do it from experience and knowledge. Reading is also says to enhance social skills. Second, it makes sense because reading books develops knowledge and instills education in children from an early age. One can learn a lot from books, whether they are fiction or nonfiction. Reading exposes a person to the outside world and aids in his development of awareness toward commonplace issues. Third, reading improves and enhances vocabulary and communication skills.

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This application dictionary has a variety of benefits, including direct and indirect access, the ability to learn how to pronounce words, and the ability to view extra details regarding the word's usage that may be of interest or concern. An app called U-Dictionary provides direct translations into 38 different languages. You can use the dictionary even if you are not connecting to the internet after downloading the offline pack. By simply clicking a sentence or phrase on your smartphone, the innovative Optical Character Recognition (OCR) technology in this software quickly provides the translation in the target language. When you are browsing, texting or reading the news, you may copy any word or sentence to understand immediately what it means without opening the U-Dictionary. Pronunciations are also available in English (US) and English (UK) accents. A very good resource for quick translation of words and phrases. One of the most frequently cited studies is Knight (1994) which will also be mentioned in the next section because of its main focus on vocabulary.

The benefits of using online dictionaries are evidenced by Zucchi (2010), quoted in Welker 2010: 310–311) who stated that the dictionary group scores were generally higher than the non-dictionary group. In addition to learning the meaning of a word, users may listen to its pronunciation using the app's dictionary. Native speakers make the pronunciations. The Dictionary app was creating with language-learning students in mind. A particularly intriguing feature of the dictionary app is that it sounds the words out by default, allowing us to test our memory of the words' meanings. Because there are already thousands of vocabularies available in the dictionary, this application is teach to be more useful.

The U-Dictionary application use has been the subject of studies by various earlier scholars. The first previous study is from Yuliyanti, and Siahaan (2022) entitled *The Effectiveness of Using U-Dictionary Application in Learning English*. As a result, the U- Dictionary has a good impact on students. This application can be a useful learning tool for students who want to expand their vocabulary in reading learning.

The second research conducted by Ulfa, S. M. (2021) entitled *Using U-Dictionary To Improve Students' Ability In Spelling Words At Mts Nurul Iman Luwu Timur*. This study conducted to know the effect of U- Dictionary. Using U-Dictionary can improve the students' ability in spelling words.

Additional research was conducted by Waloyo, Prastiyowati and Pahlevi (2020) entitled *The use of internet-based dictionary in reading activity for English language education department students* The outcome is very helpful to them in learned English these days, particularly when reading English texts.

According to the three studies mentioned above, this study designed to allow researchers to observe that students frequently use dictionary applications help of reading achievement. However, there is no assurance regarding the quality or advantages of utilizing the dictionary app for smartphones. Therefore, this study intends to determine "The effectiveness of using a dictionary application on the reading achievement of class IX students of MTs Sunan Kalijogo ".

B. Formulation of the Research Problem

Based on the background of the study on the previous page, the research problem will be:

"Is there any significant difference in the development of students' reading achievement between the students that were taught English by using the U-Dictionary application and those students who were taught by using the conventional method"?

C. Research Objectives

The objectives of the study listed below and based on the formulation of the research problems:

"To investigate whether there is any significant difference in the development of students' reading achievement between the students that were taught English by using the U-Dictionary application and those students who were taught by using the conventional method".

D. Research Hypothesis

Based on the theoretical study and the framework of thinking that has been prepared, the hypothesis that the author has is:

H01: There is no significant difference in students' reading achievement between the students that were taught English by using the U-Dictionary application and those students who were taught by using the conventional method.

Ha1: There is a significant difference in students' reading achievement between the students that were taught English by using the U-Dictionary application and those students who were taught by using the conventional method.

E. Significance of Research

The findings of this research are expected to be useful to:

1.   For students, the benefit students using this research. They anticipated using the U- Dictionary program to discover how to increase reading achievement

2.   For the teacher, these learning outcomes can be used by English teachers as a variation or alternative way to help improve student learn outcome, so that they will be motivated to be enthusiastic about learning.

3.   The other researcher, it is hope that this research will be use in one of the references.

F. Scope and Research Boundaries

In order to avoid misunderstanding what the researcher explained earlier, the writer limits the scope of the research to be more detailed and focused. This study only focuses on the effectiveness of using the U-Dictionary application on students' reading achievement. For research, only focus on the vocabulary in the U-Dictionary application. This study was chosen by researchers because of the large number of students do not like English lessons because of the lack of interest in reading, the researchers used the application toward students' reading achievement This study will take place at MTs Sunan Kalijogo, particularly at grade 9th MTs Sunan Kalijogo. As a result, other junior high schools will use the findings of this study (SMP).

G. Definition of Key terms

In order to avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

1.U - Dictionary Application

A reliable translation and dictionary app is U-Dictionary. This program offers rapid and simple translations of text, pictures, and conversations in about 108 different languages. Whether you are studying a new language or not, our app dictionary can provide rapid translations. Can help you overcome obstacles wherever you are. To make practicing pronunciation easier, the application has a voice translation capability that can spell words and some sentences. Additionally, there are English (US) and English pronunciations available (UK) accents.

2. Reading Achievement

Reading achievement refers to a student's ability to employ abilities to read entry-level and advanced - level material fluently and with comprehension. According to the results of a vocabulary test, pupils' ability to interpret a variety of words can be used to gauge their reading achievement.

3. Media

Media is tools used to present the information or data. Based on the raiser & Gagne (19835) media are selected on their ability to present the events of instructions and to facilitate the achievement of stated objectives (Gerlach and Ely, 1980, p.20).