CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of the research problem, objectives of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

English education has undergone significant development due to the fact that it is a language spoken all over the world. As a result, the Indonesian ministry of education makes it as compulsory subject for all levels of school. Students must master four skills to learn English: writing, reading, listening, and speaking.

One of the skills that students must master is reading. Reading can provide individuals with a vast amount of information. If they read more, they can acquire more knowledge and information. Reading is a skill that is very important, especially in education. Reading is an activity in which readers decipher text for information and meaning. The student's interest in reading is one factor in mastering reading. A lot of information and knowledge can be gained by students who are interested in reading a variety of English texts or books (Johnson, 2008).

Reading English materials helps students improve their vocabulary and comprehension skills. This leads to an expansion of their knowledge as they encounter new words and concepts. Students can furthermore learn new things and expand their knowledge by reading English materials (Clarivate, 2023). One effective strategy for helping students expand their vocabulary is to assign them a range of reading assignments. During these assignments, students can consult

a dictionary or seek assistance from proficient English speakers when they encounter unfamiliar words. It is important for students to read the material first before attempting to translate it. Translation can be valuable as it enables the exchange of ideas and concepts among individuals over extended periods.

Comprehending reading passages is, then, very important for students in learning English moreover for students of English education department. Good Reading comprehensions then are inevitably needed. But, in reality many students still find difficulties to comprehend English texts and, without exception, students of English education department, A study conducted by the British Council titled "Challenges in Teaching and Learning English for Indonesian Students" found that students in Indonesia, including those majoring in English education, face difficulties in comprehending English texts. The study highlights the challenges of limited vocabulary, lack of exposure to authentic English materials, and inadequate reading strategies among students (Songbatumis, 2017). They usually face difficulties on understanding long phrases found on the texts, so they tend to use a translator application because of its practicality.

Recently there are some on line translating application such as U-Dictionary, Google Translate, and Duo Lingo which give instant help for students to translate their English texts. By using these kinds of applications they can get the translation only in some minutes. Some people believe that these "magical" helping tools make students lazy and dependent on them to comprehend English texts. So, it must be understood that this practice is not always beneficial to the students. If not used properly, students will tend to always depend on these translating applications as a result their English reading ability and proficiency will not develop well. On the other hand, others believe

that these translating applications can help students to develop their reading comprehensions. They argue that by using these translating applications students can easily enrich their vocabulary and therefore help them develop their reading comprehension of English texts, Research conducted by Xiaojun Chen in their study titled "Evaluating language-learning mobile apps for second-language learners" found that while translating apps can provide immediate word translations, they do not necessarily enhance overall reading comprehension (Xiaojun Chen, 2016). The study suggests that students who rely solely on translating apps may miss out on developing important reading strategies and skills. Based on this phenomenon the researcher is eager to find out the correlation between the Usage of U-Dictionary translating application and students' reading comprehensions.

On this study the researcher wants to conduct his research on students of fifth semester of English education department of UINSATU Tulungagung who are assumed to have got sufficient knowledge of English on reading comprehension. This correlational research has never been done before, so researcher are challenged to do it to find out whether there is a correlation between the students' frequency on using U-dictionary application and their inferential reading comprehension.

B. Formulation of the Research Problem

Based on the background that has been explained the research question can be formulated as follows:

"Is there any correlation between the frequency of students' using U-Dictionary Application and their inferential reading comprehension?"

C. Objective of the Study

This study is aiming at finding the correlation between the` 1   students' frequency on using U-Dictionary Application and their inferential reading comprehension.

D. Scope and Limitation of The Study

a) Scope

This research will find out the correlation between the students' frequency on using of U-Dictionary application and their i n f e r e n t i a l reading comprehension and will be conducted on fifth semester students of English education department of UINSATU Tulungagung on the academic year of 2023/2024.

b) Limitation

On this study the writer will limit his study on the correlation between the students' frequency on using U-Dictionary application and their inferential reading comprehension as shown by their scores on their Inferential Reading course they got from their qualified lecturers on their fifth semester.

E. Significance of the Study

Hopefully the result of this study will give benefits for:

1. Students

The students will be able to manage the usage of U-Dictionary Translating Application to promote their reading comprehension, so they will not merely depend on the U-Dictionary Translating Application tocomprehend English texts.

2. Lecturers

The result of this study will give them additional information about the usage of U-Dictionary Translating Application among students and furthermore can design tasks which will make students maximize their reading comprehensions.

3. Other Researchers

They will be able to conduct other researches under the same theme from different angles by taking benefits from this result study.

F. Research Hypothesis

Based on the research problem statement, hypothesis are divided into two:

1. Null Hypothesis (H_0)

There is no correlation between the students' frequency on using U-Dictionary Application and their inferential reading comprehension.

2. Alternative Hypothesis (H_1)

There is correlation between the students' frequency on using U-Dictionary Application and their inferential reading comprehension.

G. Definition of Key Terms

Concerning the title of this research, the researcher needs to propose the definition of some key terms in order to avoid readers' misunderstanding and misconception.

1. The Students' frequency on using U-Dictionary Application

What the researcher means here is the frequency of students' using the U-Dictionary Translating Application to understand the reading texts they encounter in their studies as shown by the result of questionnaire filled by the students of the fifth semester students of English education department of UIN Sayyid Ali Rahmatullah

Tulungagung on the academic year of 2023/2024.

2. Students' Inferential Reading Comprehension

This term refers to students' inferential reading comprehension that enables them to make informed inferences and connections between ideas by utilizing their score that conducted by last Inferential Reading Comprehension Course.