CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives of the study, hypothesis of the study, significance of the study, scope and limitation of the study and definition of key term.

A. Background of the Study

English is the codification of language in dictionaries and grammar, and in many contexts, especially those related to education, the word also refers to literature written in English. The meaning in English depends on the context in which the reference is used. And what English is in a particular context will influence how English language issues and people relate to English in that context and in the contexts in which they are used. English is the codification of language in dictionaries and grammar, and in many contexts, especially those related to education, the word also refers to literature written in English. The meaning in English depends on the context in which the reference is used. And what English is in a particular context will influence how English language issues and people relate to English in that context and the context in which they are used (Rindal, 2019).

Currently, education in Indonesia has been developing rapidly along with technological advancements. One of the equally important subjects is English. In the process of teaching English, several aspects must be taken into account, namely reading, speaking, writing and listening skills. All of these skills are interconnected, especially when it comes to reading. Reading is an activity in which one gathers information from a text and writes it down. From a reading perspective, gathering

information requires a high level of concentration. Reading is one of the daily activities that everyone participates (Sri Andayani, 2022).

Reading is a process carried out by the reader aiming to achieve a message, conveyed by the author verbally or in writing mediated through the media. Furthermore, reading is a process performed and used by readers to discover messages of use author of words or written language. Reading is also necessary to know the answer to one specific question or problem that someone is reading about. To satisfy my thirst for knowledge, reading is necessary, and most books (Reski et al., 2018). Reading holds significant importance as it provides opportunities to acquire beneficial knowledge in life. Reading fosters the development of critical, creative, analytical, and imaginative thinking skills. Through reading, one will possess the ability to think through the processes of capturing ideas and information, understanding, imagining, applying, and expressing (Mustafidah, 2021). Reading also enhances comprehension and knowledge, thus leading to a successful life and aiding English language learners in understanding the language.

Reading is important for learners because we get information from written content. Reading and listening are the two most common ways to gather information. Information gained from reading can be entertaining, especially when reading novels or humorous stories. Reading is a receptive activity. However, to understand clearly and deeply, we do not do it in silence. To achieve this understanding, we must actively work to turn the text we read into meaningful material. So we must be proactive. Reading is not just understanding. Critical and creative processing of reading material should also be done while reading. Reading is not only a process of memorization but also a process of mental labor that

includes aspects of critical and creative thinking as mentioned above. It would be even better if you could apply it every day. Reading books has a great influence in daily life. This is what helps people gain in depth knowledge (Pradani, 2021).

In this current era, accessing or seeking information is extremely important for the public to obtain accurate and reliable information. Individuals with good information literacy skills can sift through and choose accurate information, thus avoiding the spread of fake news. To access information, people need to increase their reading of the information provided in newspapers or on television, verify information sources, sift through and choose accurate information, critically evaluate information, and engage in discussions with others. Reading is a meaning-making process. Through this process, readers can access the information contained in the documents they read. The reader's prior knowledge and the sociocultural context of reading create an integrated interpretation of the items. Furthermore, it also states that what the reader has in their prior knowledge includes all the information and ideas about the target content. The sociocultural context is the environment surrounding the reader. This can include the classroom, informal environment, values, beliefs and personal factors (Ikaningrum, 2021).

Reading plays an important role in practicing and understanding sentence structure effectively. Comprehending is ability to recognize sentences manifested through the visual medium and to associate them with their correct signification. Recognize sentences refer to recognize the language structures on the passage. Thus, interest and knowledge of language structures influence reading comprehension (Alfi, 2019). When we read, we not only recognize words but also understand how those words are arranged in a sentence. We can look at sentence

patterns, how phrases and clauses combine to form meaningful, relevant sentences. Through reading, we are exposed to many different types of sentences, such as simple sentences, complex sentences or compound sentences. This helps us identify variations in sentence structure that can be applied depending on the situation. In addition, reading enriches vocabulary and improves understanding of grammar, helping us realize how correct use of words and punctuation affects sentence structure. Significant benefits arise when we strive to write clear, well-organized, and effective sentences. Not only is it technical, reading also develops creativity and familiarity with writing styles, inspiring us to practice sentence structures in more diverse and engaging ways. Therefore, reading is the basic basis for developing the ability to form appropriate and meaningful sentences.

Vocabulary mastery is considered a key factor influencing reading comprehension, linked to aspects such as phonological awareness and orthographic processing. The main goal of reading activities is to gain understanding of the text. This ability is influenced by the complex process of decoding and understanding language (Martha Suri, 2012). Children with reading comprehension difficulties are often identified using standardized percentiles or specific scores related to word reading and reading comprehension. However, understanding reading text involves many cognitive processes, which highlight the importance of mastering vocabulary and grammar, including morphological and syntactic abilities in processing the meaning of sentences. Vocabulary mastery effectively improves an individual's ability to understand sentences or texts. Vocabulary competence includes two aspects, which are the ability to understand and use vocabulary effectively. In reading and listening activities, comprehension skills are important, while writing

and speaking activities require proficient use of vocabulary. Therefore, to have good reading comprehension skills, it is necessary to have a strong vocabulary to be able to understand and interpret reading material effectively. In the educational context, especially at the primary level, it should be emphasized that mastering vocabulary is important to improve text comprehension skills and facilitate the development of subjects (Fahrurrozi et al., 2020)

In this case, difficulty is the condition in which students struggle to comprehend English reading. Not only children, but also individuals with reading issues, especially those with reading comprehension problems, often find it challenging to attain knowledge (Septia et al., 2022). There are external factors that influence students in reading comprehension, namely the reading environment. Environmental factors can also affect students in mastering and learning English. Home and school are two types of learning environments that can influence their reading achievement. The home environment cannot be ignored because parents play a crucial role at home. The school environment can also be a cause of students' learning difficulties in reading comprehension, such as schools lacking learning media. Additionally, in Indonesia, there is a difficulty, namely the weakness of reading literacy skills, which is still very low. UNESCO considers the reading interest in Indonesia to be very concerning, with a percentage of 0.001%. So, out of 1000 people in Indonesia, only one person is an avid reader. This places Indonesia in the second lowest position in terms of literacy. Low interest in reading is a problem for our nation that must be addressed, as this lack of interest can be influenced by many factors (Sutarno, 2006). Categorized various factors that affect

reading interest, one of which is the availability of interesting, quality, and diverse reading materials in the community (Pitri, 2022).

The purpose of the English vocabulary application is to provide users with common English vocabulary in an interesting way. The English vocabulary app combines interactive lessons with fun games and reading exercises for a complete learning experience. This vocabulary app is also a unique and engaging contextual learning tool, helping learners develop their English vocabulary through news, sports and entertainment. This makes learning seamless and reduces user data costs as most of the app's features can be used offline. Following the above problem formulation, the purpose of this study is to determine the significant impact of using English vocabulary applications on students' vocabulary mastery in class VIII MTsN 5 Nganjuk which will have a good impact on the effectiveness and improvement of student achievement.

Magoosh app is suitable for students learning English as a foreign language (EFL) because it is an online test preparation company that aims to teach GRE, GMAT, ACT, SAT, TOEFL and IELTS. This app includes audio pronunciations for each of the 1,200 GRE vocabulary words chosen by professional teachers. For each word, a definition and examples of usage are given. There are sections for basic, intermediate and advanced vocabulary. Additionally, completing each level opens access to more difficult levels with a greater number of words and vocabulary. Spaced repetition, a proven and effective memory technique, is used to repeat words you don't know until you master them. It has been demonstrated that using the Magoosh application helps pupils learn more words. According to the study's findings, using the Magoosh app in the classroom can assist pupils'

vocabulary grow. Additionally, pre and post test results and the data analysis demonstrate a considerable improvement in students' vocabulary after using the Magoosh app. Students have the chance to efficiently increase their vocabulary thanks to the features offered by the Magoosh application, such as audio pronunciation, word definitions, use examples, and spaced repetition. It can be said that the Magoosh application is an effective tool in supporting students in enhancing their understanding of English vocabulary because it can drive students to continuously and routinely study vocabulary (Adrianti, 2022)

Based on the results of my interview with one of the English teachers at MTsN 5 Nganjuk on 7 September 2023, many students at MTsN 5 Nganjuk still face difficulties in learning English, especially in reading comprehension. The difficulty lies in understanding reading comprehension due to a lack of vocabulary. Reading is a skill to grasp meaning in a text and comprehend ideas. To comprehend a text, students need to have a sufficient vocabulary (Sutarsyah,2020). Stating that individuals with limited vocabulary will struggle in reading, as reading involves not only vocabulary but also grammar and sentence structure. Therefore, in addressing this issue, one of the efforts to enhance reading comprehension for students is by expanding vocabulary using a vocabulary application. Additionally, there has been prior research (Reski et al., 2018). Indicating that vocabulary applications have the advantage of significantly improving reading comprehension.

A study has been conducted using Magoosh application to improve vocabulary skill oleh (Indri Elsa, 2022). The research found that by using the Magoosh Application in class, vocabulary can enhance students' motivation and ability to improve vocabulary. The data collected from the students was evaluated

by the research using two tests. The dataset included pre-and post-test results. These results indicated that this approach was helpful in increasing students' vocabulary. Because the students had a comparison before and after the treatment, the use of the Magoosh Application could increase students' vocabulary. The students had a lack of vocabulary before the treatment, and the students' vocabulary increased after the treatment by using the Magoosh Application. It can be concluded that it was effective as instructional media. The t-test result indicated that the significance value (two-tailed) was 0.001 ($p < 0.05$). In conclusion, the test results showed a substantial difference. Data analysis shows that the test results were higher in the final test. It can be concluded that using the Magoosh application can enhance students' vocabulary. The implementation of the vocabulary application, specifically focusing on vocabulary improvement for students through the Magoosh application, provides an opportunity to comprehend readings by enhancing their vocabulary. This application offers enticing features that motivate students to learn and translate, making it exciting for them to improve their vocabulary.

Based on the findings above, a previous study has been conducted by research, investigating the use of the Magoosh vocabulary application to enhance students' vocabulary for reading comprehension abilities in junior high school. The research employed a Classroom Action Research (CAR) to gather data. Therefore, the research are interested in improving of using the vocabulary application on reading comprehension, this research is focused on VIII grade students.

B. The Research Problem

"How can Magoosh Vocabulary Builser Application improve students' reading comprehension? "

C. Objectives of The Study

In line with the research problem the issues in order to achieve the predetermined goals. This study aims to ''To improve students' reading comprehension by using Magoosh Vocabulary Builder Application."

D. The Significance of The Study

The results of the study is supposed to be used in edication, either theoretically or practically follow :

1. It is hoped that this research can serve as a starting point to enhance reading abilities and comprehension for students. The findings of this research will be utilized to improve vocabulary in students, aiding their reading comprehension and more, making it easier for them to understand reading texts.

2. This research can be utilized through practices or tests, aiming to assess students' reading abilities in comprehension and their vocabulary knowledge. The application of vocabulary is intended to enhance students' vocabulary.

3. The results of this research are expected to be used as a reference and motivation for future readers intending to research the effectiveness of vocabulary application in improving students' reading comprehension abilities for junior high schools.

E. Scope and Limitation

The scope of this research is to determine and explain the extent of the influence on students' reading comprehension when using a vocabulary application compared to not using a vocabulary application, aiming to enhance reading comprehension among students. Additionally, the subjects of this research are exclusively drawn from the eighth-grade class at MTsN 5 Nganjuk because the eighth grade students are currently studying English, and the limitation of this study lies in the students' limited vocabulary skills for comprehending reading materials.

F. Definition of Key Term

To avoid misunderstanding of term, the researcher will clarify the meaning of the term wich are written in the tittle of this research.

1. Effectiveness is to determine whether the students' use of a vocabulary application is effective in enhancing their vocabulary skills and their ability to understand English reading texts.

2. Reading is the activity of looking at written text and the process of comprehending the content, either aloud or silently.

3. Vocabulary is a crucial element in learning English to facilitate the four language skills: reading, writing, speaking, and listening.