CHAPTER I
INTRODUCTION

A. Background of the Study

The effects of media use in language teaching have been widely noted, illustrating how media can transform students' language abilities and communication skills. The importance of English reading skills in education has become a major focus in recent years, prompting researchers to examine various aspects of English language learning. According to Richards and Schmidt, reading skills involve recognising main ideas, understanding sequence, noticing details, drawing conclusions, making comparisons, and predicting.[1] In addition, according to Amin, reading skills can be defined as the ability to understand the content of reading.[2] In short, reading skills are language learning abilities that enable learners to gain new information and ly that knowledge to more in-depth activities. For some students, reading skills are difficult due to various factors, including limited vocabulary, difficulty understanding the text, and a tendency to be distracted while reading. The main goal of any reading activity is to gain a deep and comprehensive understanding. Therefore, building reading Skills requires a grand strategy involving all areas of reading Skillss, such as phonics, fluency, and vocabulary, to be successful.

There is much evidence to support the hypothesis that in today's digital era, technology, and learning media have become very important tools for improving students' reading skills. According to,

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[1] Richards, J. C., & Schmidt, R. (2002). L*ongman dictionary of language teaching & lied linguistics (3rd ed)*. Longman: Pearson Education.

[2] Amin, M. (2019). *Developing Reading Skills Through Effective Reading roaches*. International Journal of Social Science and Humanities, 4(1), 35-40.

Seels learning technology is the science and practice of creating, using, managing, and assessing learning materials and procedures.[3] Futhermore, according to Ruth, learning media is a tool used by teachers to deliver lessons, foster students' creativity, and attract students' attention during the learning process.[4] The difference between learning technology and learning media lies in the concept: that learning media is a tool that acts as an intermediary in the learning process while learning technology is a scientific discipline that includes the development and application of science to facilitate the delivery of messages or information from source to receiver. Therefore, it is important to continue developing innovative learning technologies and media to increase students' reading skills and raise the standard of education.

In addition, learning technologies and media can help us understand how new techniques can be used to support more effective and individualized language learning for each learner. In today's digital era, technology and learning media have become very important tools for improving students' reading skills. According to Zunidar, a teacher should not be a tech-savvy person who does not follow the dynamics of technological developments that are developing so rapidly.[5] So a teacher must be able to use and master the technology that is developing at this time. And must be able to stay current with technical advancements so that teachers are able to foster learning innovations teachers are able to foster learning presented can be accepted,

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[3] Seels, B. B., & Richey, R. C. (2000). *Instructional technology: The definition and domains of the field (2nd ed.)*. American Society for Training and Development.

[4] Ruth, L. (1993). *Children's Ministry Guidelines. Malang*, Indonesia: Pekapang Indonesian Gospel Fellowship Foundation.

[5] Zunidar. (2019). *The Role of Teachers in Learning Innovation*. Nizamsyah Journal, 9(2), 41–56.

understood, and understood by students and students will get maximum learning results.

Pariskian Islamic Junior High School was chosen as the research object based on the observation and preliminary research conducted by the researcher at Pariskian Islamic Junior High School, it was revealed that seventh-grade students faced various obstacles in developing reading skillss. Therefore, the population to focus on in this study is seventh-grade students at Pariskian Islamic Junior High School. These students who have just entered junior high school experience a lack of self-confidence. This can occur because they have just stepped into a higher level of education. This phenomenon may also be influenced by the quality of learning media used at the previous level, which has not been fully optimal in supporting students' vocabulary development. Thus, the selection of this school as a research focus provides an opportunity to investigate the impact of using technology and media as learning resources and to identify factors that may affect the reading skills of grade VII students at Pariskian Islamic Junior High School.

The first research conducted by Fitri Nurjayani (2021), in the study "Improving Students's Initial Reading Skills Using Flash Card Media," conducted classroom action research in three cycles to enhance the initial reading skills of grade II students at SDN 2 Ketitang. The research utilised quantitative and qualitative methods to assess the effectiveness of flash card media in improving students' reading abilities. The instrument used for data collection was a preliminary reading skill test, consisting of pretest and posttest assessments conducted before and after implementing flash cards in the teaching process. The research procedure involved two cycles,

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namely cycle I and cycle II, to determine the impact of using flash cards on students' reading skills. The results indicated a significant improvement in students' reading skills from cycle I to cycle II. The average scores of students increased from 70.38 in cycle I to 90.4 in cycle II, demonstrating the effectiveness of using flash cards in teaching reading comprehension. The study concluded that the utilisation of flash card media is an efficient method for enhancing students' initial reading skills.[6]

Second, some researchers have adopted innovative roaches to improving vocabulary acquisition through electronic media in this modern era. Abdul Rahim conducted one of the studies that characterized this roach with the title "The Use of Mondly Languages Application to Improve Students' Vocabulary Achievement." This study used quantitative methods and quasi-experimentation, using tests and interviews. The learning process was conducted through the Mondly Languages mobile without involving traditional teaching methods. The students learned new words and basic vocabulary exercises through the for several weeks. The results showed that the Mondly Languages improved students' vocabulary competence more effectively than traditional vocabulary teaching. The improvement can be seen from the difference in the score range, the pretest mean score of 58.37, and the posttest mean score, which increased to 63.63. This success may be due to the diversity of learning times and places, where

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[6] Nurjayani, F. (2021). *Improving Students' Initial Reading Skills Using Flash Card Media*. Kalam Cendekia: Scientific Journal of Education, 9(1).

students can quickly learn vocabulary anytime and anywhere through their mobile phones.[7]

However, this view is being questioned by recent data, which suggests that in the context of improving reading skills in language learners by using learning technologies and media, it is important to consider several viewpoints and possible limitations. This new information challenges the old view and raises questions about the influence of learning technologies and media on various aspects of language learning. Therefore, a critical re-evaluation of existing assumptions is required.

Despite the importance of learning technology and media, no researcher has explored in depth how the results of comparing appropriate learning strategies can be integrated with technology and media. This indicates a significant research gap in this area. Therefore, there is still a great opportunity to contribute to this field and improve the effectiveness of learning technology and media in helping language learners improve their reading skills. Further research is needed to explore appropriate and effective learning strategies in technology and media-based language programs. Thus, more effective language learning programs can be produced and help language learners improve their reading abilities.

In the context of diverse language teaching, it remains unclear whether learning technologies and media have distinct advantages. That is the focus of our research, which is to identify the transformation dynamics of existing methods to support language learners. In today's

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[7] Rahim, A. (2020). *The Use of Mondly Language lication to Improve Students' Vocabulary Achievement*. Thesis. English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

digital age, learning technologies and media play a crucial part in enhancing students' reading skills. However, there is still a significant lack of research in this area, highlighting the need for further research to explore Appropriate and effective learning strategies in language programs that use technology and media. Thus, more effective language learning programs can be developed and help language learners improve their reading skillss.

Therefore, further analysis of the differences between learning technology and learning media is needed. This research continues to explore the connection between the of technology and learning media in improving reading skills in English language learners. In this research, the evolving dynamics will be carefully analyzed to provide a more thorough understanding of language education in the current environment. Thus, this research is expected to provide new insights into how technology and learning media can be effectively used to improve reading skills in language learners. The results of this research can help develop language learning programs that are more effective and efficient in supporting students' reading abilities. Therefore, this research is very important to be conducted to improve the quality of language education in the future.

The purpose of this research is to look at and uncover the dynamics of adapting existing methods to nurture appnropriate language learners, with a focus on improving reading skills in seventh-grade students at Pariskian Islamic Junior High School. The research also aims to evaluate the of technology and media in language learning as well as identify factors that influence students' reading skills in a contemporary environment. In addition, this research attempts to comprehend the impact of using learning media in language learning

on students' reading skills outcomes, as well as plan for the integration of learning strategies in technology-based language programs. This research is a comparative exploration of two learning media aimed at improving students' reading skills. This is a significant breakthrough, as no previous research has specifically explored and compared the impact of two learning media on improving students' reading skills. Therefore, this research fills a knowledge gap and will provide new insights into developing English language learning methods.

In this research, we tried to develop the interaction between learning technology and learning media such as flashcard. This aims to provide variety in learning methods and help students develop language skillss holistically and effectively. In this study, students will use Flashcard Learning Media and the Mondly Language to improve their reading skills through vocabulary acquisition. By using these two learning resources, students can improve their reading skills in different or comparable ways. Although the potential benefits of these two learning resources are enormous, experts have not examined the side-by-side comparison specifically. Therefore, this study aims to compare the effectiveness of Flashcard Learning Media and the Mondly Language Application in improving students' reading skills. It is hoped that the results of this study can provide new insights into how learning technology and learning media can be used effectively to improve students's reading skills.

This research has the potential to provide valuable implications and recommendations for future research in an ever-evolving field. The implications and recommendations from this study are expected to guide the development of learning media that are more effective in improving students' reading skills. Thus, the contribution of this

research is expected to have a positive impact on the development of better and more effective learning media for improving students' reading abilities. The results of this study are expected to be a foundation for further research and innovation in the field of language learning through media to continue to improve the quality of language education in the future.

To improve students' reading skills achievement, this study was organized in several stages. The first stage is to review related literature to build a strong and up-to-date theoretical framework. In this process, we gathered information regarding the use of learning media in language learning and how they can improve students' reading skills. The second stage is to design and develop Flashcard Learning Media and the Mondly Language as learning resources in this study. The third stage is to conduct experimental research by involving students as participants in the research. The fourth stage is to analyze the data obtained from the research and interpret the results. The last stage is to compile implications and recommendations from this research for the development of more effective learning media for improving students' reading skills.

Thus, this research is expected to make a significant contribution to the development of better and more effective learning media for supporting students' reading skills.

B. Statement of the Problem

Based on the above description of the background of the problem, the identification of a problem, and the statement of the problem, the following is a statement of the research problem:

1. How is the implementation of the Mondly Languages and Flashcard Learning Media in teaching reading Skills at Pariskian Islamic Junior High School?

2. How are the differences in students learning outcomes in reading Skills through the Mondly Languages and Flashcard Learning Media at Pariskian Islamic Junior High School?

C. Limitation of the Problem

This study will focus on the central problem described in the background section. Researchers will find out how the learning outcomes of students who are taught using the Mondly Languages , then the learning outcomes of students who are taught using Flash Card Learning Media, and how the effectiveness of the Mondly Languages Application and Flashcard Learning Media compare in increasing students' reading Skills. This research will be conducted at SMP Islam Pariskian Serang. This research aims to determine how much English reading Skills the students have mastered. Then, researchers will give treatment using the Mondly Languages Application and Flashcard learning media. Then, the results are assessed to determine which media is more effective for increasing students' reading Skills.

D. The Aims of the Study

The researcher determines the research objective based on the statement of the problem as follows:

1. To implement the Mondly Languages Application and FlashCard Learning Media in teaching reading Skills at Pariskian Islamic Junior High School.

2. To investigate differences in students learning outcomes in reading Skills using the Mondly Languages Application and FlashCrad Learning Media in teaching reading Skills at Pariskian Islamic Junior High School.

E. Assumption and Hypothesis

1. Assumption

The assumptions put forward in this study are:

1. The use of the Mondly Languages Application and Flashcard Learning Media has a favourable effect on improving students' reading Skills.

2. There are differences in student learning objectives in reading Skills through the use of the Mondly Languages Application and Flashcard Learning Media.

2. Hypothesis

Hypothesis testing aims to test research hypotheses formulated temporarily by lying two-way statistical tests.

$H_0 : \mu1 = \mu2$ contrary $H_1 : \mu1 \neq \mu2$

1. H_0: No significant differences were found in reading Skills results between students who used the Mondly Languages Application and those who used Flashcard Learning Media.

2. H_1: Significant differences were found in reading Skills results between students who used the Mondly Languages Application and those who used Flashcard Learning Media.

F. Clarification of Term

To ensure clarity and a broad understanding of the concepts in the study, it is important to define the terms used. This study uses specific, important terms.

1. Mondly Languages: This specialized foreign language learning caters to children, offering 33 foreign languages through an ealing interface.

2. Flashcard: According to Suryana, flashcard is an educational game consisting of cards containing pictures and words designed to improve various aspects, such as memory, practicing independence, and increasing vocabulary.[8]

3. Reading Skills: According to Somadayo, reading skill is the process a kind of reading meant to understand the entire content of the reading or text.[9]

4. Learning Technology: Accoding to Rosyidah , learning technology is a planned effort to design, implement, and evaluate all learning processes that have specific objectives, based on research on learning procedures and interactions that combine human resources in order for learning to occur successfully.[10]

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[8] Suryana. (2000). *roaches, Methods, Techniques and Models of English Language LearningEnglish in Elementary and MI*. Bandung: Sarana Panca Karya.

[9] Somadayo, S. (2011). *Reading Learning Strategies and Techniques*. Yogyakarta: Graha Ilmu.

[10] Rosyidah, S. H. (2018). *lication of the Science Technology Community roach to Improve Students' Environmental Care Attitudes in Science Subjects in Class VI MI Tamrinussibyan I Tengguli Bangsri Jepara 2018/2019 Lesson Year*. Thesis, Kudus State Islamic Institute.

5. Learning Media: According to Arsyad,learning media is a tools or materials utilised in the teaching and learning process to transmit messages or information in order to pique students' interest and focus.[11]

G. Organization of Writing

This study is divided into five chapters containing several points describing the chapter. The points are:

Chapter I Introduction. Includes the Background of The Study. Statements of the Problem. Limitation of the Problem. The Aims of the Study. Assumption and Hypothesis. Clarification of the Term. And Organization of Writing.

Chapter II Theoretical. A range of specialists' theories is collected in this chapter.

Chapter III Research Methodology. The researcher's technique for this study is described in full in this chapter.

Chapter IV Research Findings and Discussion. The results, analysis, and discussion of the data are presented in this chapter.

Chapter V Conclusion and Suggestion. The conclusion and recommendations are included in this chapters.

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[11] Arsyad, A. (2013). *Learning Media*. Jakarta: RajaGrafindo Persada.