

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a process of understanding information presented in written form. It involves more than recognizing words and sentences because readers need to understand and interpret the meaning of a text. Dalman (2014) explains that reading is a cognitive process used to understand information in written texts. Johnson (2008) also states that reading is an active process of constructing meaning. This means that reading requires readers to actively process the information in a text in order to understand its meaning.

Reading comprehension refers to the ability to understand and construct meaning from a text. Grabe and Stoller (2013) explain that reading comprehension involves constructing meaning through the interaction between the reader and the text. In reading activities, students need to understand different aspects of a text, such as the main idea, specific information, vocabulary, references, inferences, and the purpose of the text. Therefore, students need to develop their comprehension when reading English texts.

Teaching reading should provide students with opportunities to understand and interact with texts. Brown (2004) states that teaching reading aims to help students become effective and efficient readers. Widiati and Cahyono (2006) also explain that reading instruction should encourage students to interact actively with texts. Therefore, reading instruction needs appropriate activities

and learning resources that can help students understand the information presented in a text.

One of the factors that can support the teaching and learning process is the use of learning media. Arsyad (2017) explains that learning media are used to deliver learning materials through visual, audio, or audiovisual forms. Sapriyah (2019) also states that learning media can facilitate the delivery of information and support the learning process. Pandiangan, Sihombing, and Manullang (2021) explain that the use of varied methods, strategies, and media can create meaningful learning and increase students' motivation, participation, and engagement. Therefore, appropriate learning media can support students in learning English, including reading comprehension.

One digital medium that can be used in English language learning is Beelinguapp. Beelinguapp is an application that provides texts in two languages and is supported by audio narration. Pavlenko, Norton, and Toohey (2019) explain that Beelinguapp combines bilingual texts with audio narration to support language learning. Fajriyani, Sari, and Putri (2022) also explain that Beelinguapp presents texts in two languages side by side, which can help learners understand vocabulary, sentence structure, and the overall meaning of the text. In addition, Beelinguapp provides features such as audio narration, vocabulary support, glossary, flashcards, and quizzes that can support students during reading activities.

The features of Beelinguapp are relevant to reading comprehension because students can read the English text while using the second language as

a reference and listening to the audio narration. The bilingual texts can help students understand unfamiliar vocabulary and the meaning of the text, while the audio narration can provide support in reading and pronunciation. Through these features, Beelinguapp can provide students with a different learning experience when interacting with English reading materials.

The use of Beelinguapp in reading instruction has also been examined in previous studies. Juliani (2020) investigated the use of Beelinguapp with the KWL strategy in reading comprehension and reported that the application provided features that supported students in understanding reading materials. Fajriyani, Sari, and Putri (2022) also examined Beelinguapp in relation to students' reading skills. Furthermore, Nawari and Dwinalida (2025) investigated the effectiveness of Beelinguapp on the reading comprehension of eighth-grade students at MTs Al-Azhar Tembungreja, Brebes. These studies show that Beelinguapp has been used as a digital medium to support students' reading activities and comprehension.

Although previous studies have examined Beelinguapp in reading activities, the present research has a different focus. The present study focuses on descriptive texts for eighth-grade students at MTsN 6 Agam. Thus, the novelty of this research lies in the specific focus on the use of Beelinguapp in teaching reading comprehension of descriptive texts in the context of eighth-grade students at MTsN 6 Agam. This focus provides a different context from previous research and adds evidence about the use of Beelinguapp for reading comprehension.

The selection of this research topic is also related to the learning condition at MTsN 6 Agam. Based on the preliminary observation, eighth-grade students experienced difficulties in reading comprehension, particularly in identifying the main idea, finding specific information, and understanding unfamiliar vocabulary. Reading activities also tended to use textbooks and written exercises. These conditions indicate the need to consider learning media that can provide students with additional support when interacting with English reading texts.

Based on the theoretical explanation, previous research, and the condition at MTsN 6 Agam, Beelinguapp is considered relevant to be investigated as a learning medium for reading comprehension. Therefore, the researcher was interested in conducting a study entitled 'The Effect of Beelinguapp Media toward Reading Comprehension of the Eighth-Grade Students' at MTsN 6 Agam.

B. Identification of the Problem

Based on the background of the problem, several problems can be identified in teaching and learning reading comprehension among the eighth-grade students of MTsN 6 Agam. First, students have difficulties in understanding English texts, particularly descriptive texts. They have difficulties in identifying the main idea, finding specific information, and understanding new vocabulary. Second, these difficulties may affect students' confidence, motivation, and interest in reading. Third, reading activities still rely on conventional activities, such as reading texts from textbooks and

answering written questions, which provide limited opportunities for students to interact with English reading materials.

C. Limitation of the Problem

Based on the problems identified above, this research is limited to examining the effects of Beelinguapp media on the reading comprehension of the eighth-grade students at MTsN 6 Agam, particularly in understanding descriptive texts.

D. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem in this research is as follows: “Is there any significant effect of Beelinguapp toward the eighth-grade students’ reading comprehension at MTsN 6 Agam, particularly in understanding descriptive texts?”

E. Purpose of the Research

The purpose of this research is to find out whether there is a significant effect of Beelinguapp media on the eighth-grade students’ reading comprehension at MTsN 6 Agam, especially in reading descriptive texts.

F. Significant of the Research

This research is expected to give both theoretical and practical contributions to English language teaching and learning, especially in improving students’ reading comprehension.

1. Theoretical Significance

Theoretically, the result of this study is expected to support and enrich existing theories related to the use of digital media in teaching

reading comprehension. It may provide additional evidence regarding the use of Beelinguapp media in teaching reading comprehension, particularly in understanding English descriptive texts. Furthermore, this research can serve as a reference for future studies that focus on the use of technology-based media in English language learning, especially in reading comprehension.

2. Practical Significance

Practically, the result of this research is expected to be useful for several parties:

- a. For Teachers: It can provide an alternative digital medium for teaching reading comprehension. Teachers may use Beelinguapp media to provide students with bilingual reading materials and audio support during reading activities.
- b. For Students: It can provide students with an alternative way to engage with English reading materials through bilingual texts and audio. Beelinguapp media may also help students understand vocabulary and the meaning of English texts.
- c. For Other Researchers: It can be used as a reference for other researchers who are interested in conducting similar studies related to the use of Beelinguapp media or technology-based media in teaching English reading comprehension.

G. Definition of key Terms

1. Effect

Effect refers to the result, influence, or change caused by a particular treatment or action. In educational research, effect is used to determine whether a treatment gives significant influence on students' achievement or learning outcomes. According to Sugiyono (2018), effect in experimental research can be identified by comparing students' achievement before and after receiving treatment through pre-test and post-test scores. In this research, effect means the influence of using Beelinguapp toward the eighth-grade students' reading comprehension achievement at MTsN 6 Agam. It is measured by comparing students' pre-test and post-test scores before and after the treatment.

2. Beelinguapp

Beelinguapp is a bilingual mobile language learning application that provides English texts translated into Indonesian and is supported by audio narration features. In this study, the application is operated by the teacher and displayed through an LCD projector (infocus) as a digital instructional medium to teach eighth-grade students at MTsN 6 Agam reading comprehension of descriptive texts. Fajriyani, N., Sari, R., & Putri (2022), state that the parallel bilingual text display facilitates language learning, while Pavlenko, A., Norton, B., & Toohey (2019), emphasize that the audio narration feature helps students improve their vocabulary mastery and reading comprehension. Therefore, Beelinguapp

is considered an appropriate medium representing the independent variable of this study.

3. Reading comprehension

The term reading comprehension describes an active cognitive process in which readers integrate textual information with prior knowledge to create meaning from written texts. knowing both explicit and implicit meanings, recognising key concepts, analysing specifics, and knowing language in context are all part of this process (Grabe, W., & Stoller, 2013; Kurniawan, 2015; Riyanti, 2021). Since reading comprehension is the primary ability being assessed to ascertain the impact of the instructional treatment, it serves as the fundamental idea of the dependent variable in this study.

4. Descriptive Text

Descriptive text is a type of text that aims to describe a person, place, object, or animal in detail, enabling readers to visualize the subject being described clearly. Ushchapovska (2020) explains that descriptive texts focus on detailed characteristics, while Rusmawan (2017) states that this text type consists of two main generic structures, namely identification and description. In this research, the definition of descriptive text serves to limit the scope of the dependent variable, ensuring that the study specifically examines students' reading comprehension of descriptive texts rather than other text genres.