

CHAPTER I

INTRODUCTION

This chapter discusses the research background, problem formulation, research objectives, research benefits, research hypotheses, assumptions, scope and limitations of research, previous research, and definition of key terms.

A. Background of the Research

Today's education has evolved with technological advancements, from kindergarten to college, resulting in increased engagement, as stated by (Handal et al., 2013) and (Nykvist, 2008). Furthermore, the New South Wales Department of Education (NSWDE) (2020) argues that integrating technology can create opportunities for students to learn independently and enhance their reading skills. Therefore, it is crucial to apply digital technology in English language learning, particularly in reading, as this will effectively impact student learning progress.

On the other hand, Dreyer and Nel (2003) said that many students are unable to and underestimate the challenges of academic reading requirements in college. Instead, they only rely on summaries and have limited critical reading skills, which ultimately makes it difficult for them to attend lectures. As Spack (1993), suggests that students must be actively involved in reading using strategies so that they can understand the deeper meaning of the text. Therefore, the presence of digital technology will enable interaction and involvement between teachers, facilitators, and students, as stated (Moreillon, 2015).

Low reading engagement will hurt current student learning. Which ultimately students do not fully understand the meaning of the reading context, and

will ultimately lead to a decline in their academic achievement. In addition, as stated by Naumann and Johannes (2015), Good online reading skills are very important for participating in 21st-century society, both in personal and professional contexts. Therefore, this study is important to influence behavioral involvement in reading.

Previous studies have presented the influence of digital technology on reading involvement. One of them, according to the Ministry of Education's education report (2023), found that the reading literacy of students at SMK Negeri 4 Banjarmasin, especially in class XI, decreased by 0.45% from the previous year. The researcher examined how the use of Google Sites as a differentiated teaching aid influenced reading comprehension and learning motivation, especially when used with English narrative texts in class XI Fashion Design Technology at SMK Negeri 4 Banjarmasin. However, the study only focused on students' learning motivation without explaining other aspects of the influence of understanding. Therefore, this study focuses on the influence of the use of Google sites on students' reading engagement.

The development of a Google Site-based learning model is a new finding in this study. Digital learning aspects and linguistic pedagogy were considered in designing the model. Unlike previous studies that only assessed learning outcomes, achievements, and abilities. This study thoroughly analyzes how Google Sites influences student engagement from various perspectives, including behavioral (active participation and time spent on reading activities), emotional (interest, motivation, and attitude), and cognitive (understanding and reading methods).

Therefore, this study provides a practical foundation for improving English learning methods while contributing to the development of theoretical knowledge.

This study aims to assess the impact of Google Sites on student participation in English language learning, particularly reading skills, given the urgency and research gap. Based on the established indicators, this study will evaluate the extent to which the Google Sites-based learning model enhances student engagement among 11th-grade students at SMAN 6 Kediri using a quasi-experimental methodology. It is hoped that the findings of this study will make a significant contribution to the development of more innovative and contemporary English language learning methods that align with the demands of the digital age. Additionally, these findings will serve as a guide for teachers in utilizing technology more effectively to enhance students' educational standards.

B. Research Problem

Is there a significant difference in the level of student engagement in reading between classes that use Google Sites and those that do not in English language learning?

C. Research Objective

The purpose of this study is to determine the difference in student engagement levels between classes that use Google Sites and those that do not in English reading skills learning. In addition, this study aims to identify the aspects of student engagement, including cognitive, emotional, and behavioral engagement, that are most influenced by the use of Google Sites in English language teaching. This will enable researchers to gather more in-depth information on this issue. The

primary objective of the researcher is to provide suggestions and recommendations for those interested in conducting further research.

D. Research Significance

The benefit of this study is to demonstrate how using Google Sites as a learning tool can enhance students' reading engagement. According to Arrumingtyas (2021), employing Google Sites learning tools, along with scheduling and recording study hours, can improve students' learning discipline in online education. Therefore, teachers can leverage various features of Google Sites to monitor and evaluate student behavior related to attendance, material engagement, and assignment collection. Additionally, utilizing more creative and engaging teaching materials can boost students' enthusiasm for learning and academic success. Thus, as Thomas et al. (2022) note, Google Sites is a highly useful and advantageous learning tool.

E. Hypothesis

Based on the formulation of the research problem, the research hypothesis is formulated as follows:

1. (H_0): There is no significant effect of using Google Sites on students' reading engagement in English learning after accounting for the covariate factors.
2. (H_a): There is a significant effect of using Google Sites on students' reading engagement in English learning after accounting for the covariate factors.

F. Scope and Limitations of the Research

This study examines the impact of using Google Sites on student engagement in English learning. The scope of this study includes eleventh-grade students in public high schools during the 2024/2025 academic year. The variables explored were the use of Google Sites as a learning tool and the level of student engagement. However, this study has certain limitations. It focuses exclusively on public high schools, excluding private institutions or other educational levels. This analysis highlights aspects of student engagement, including behavioral, emotional, and cognitive engagement while using the Google Sites platform. Additionally, external factors such as family background, age, and proficiency with other technologies were not considered in the main analysis.

G. Definition of Key Terms

The key terms of this research are learning engagement, Google sites, reading skills, and Genre-Based Approach (GBA).

1. Learning Engagement

Engagement is when a person is directly involved in a particular activity, such as discussion, completing assignments, asking questions, and attending lessons. Additionally, engagement in learning can signify demonstrating motivation; for example, students actively engage in class discussions and seek additional resources to better understand a subject. It also includes curiosity, as students ask questions and consider other viewpoints on a subject, as well as a desire to actively participate in their learning. For instance, students' drive to

learn and develop emerges as they seek out academic challenges and set personal learning goals.

2. Google Sites

Google sites is a learning platform that still belongs to one group with Google, where this platform is for creating websites easily without the need to use coding or web design. Creating this platform is also very easy, simply by dragging and dropping. We can also insert videos, images, or specific links within it. This platform is very useful for teaching because it is concise, efficient, and visually appealing.

3. Reading Skills

Reading skills are the process by which a person seeks to understand written information from reading content. Reading skills also involve understanding several important aspects, such as context, sentence structure, vocabulary, skimming (speed reading), and scanning (looking for specific information).

4. Genre-Based Approach (GBA)

Genre-Based Approach (GBA) is a learning method that emphasizes understanding in using several types of texts according to specific learning objectives. In general, this method usually includes 4 (four) main criteria, namely BCoF (Building Knowledge of Field), MoT (Modeling of the Text), JCoT (Joint Construction), and ICoT (Independent Construction).