CHAPTER I

INTRODUCTION

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

A. Background of Study

Reading is an important skill that has many benefits. First of all, it is through reading that student expands their vocabulary and learn about the world. From reading, people can get much knowledge or information from many media, such as textbooks, journals, newspapers, or electronic messages. According to Whitten, Labby, and Sullivan (2016: 58), reading helps students think critically and improve reading comprehension skills, which is beneficial in every subject area measured in this study. Fahim and Sa'eepour (2011) maintain that reading has a very important role in the L2 curriculum as reading comprehension is considered as one of the main goals set in many educational programs.

In Indonesia, English is considered as a foreign language and it is formally studied. Referring to the competency mentioned in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* No.24 Tahun 2016, students of Junior High School must have the abilities in mastering the basic skills of learning English (listening, speaking, reading and writing). For reading itself, it is mentioned at Basic Competency 4. Students must have ability to catch contextual meaning

related to social functions, text structure, and linguistic elements of the text. In other words, reading skill is very crucial to be mastered by language learners because it cannot be separated in the process of teaching and learning

However, since English is a foreign language, a lot of students at any level of education get difficulties in reading. Many students just read but they do not get the message from the text. Zuhra (2015: 438) reveals that students of senior high school in Lhokseumawe face reading difficulties because they cannot answer questions based on the text; 27% of the students' answers are correct.

To increase the reading skills of the students, the teacher should apply strategy which is effective and interesting to teach. The effective strategy in teaching reading will help students to improve their reading skills. If teachers do not apply an interesting strategy, students will not be interested in the learning reading process. In previous teaching and learning activities, teachers only use printed textbooks as a learning source. Students become less interested because of this. Whereas using technology as a media in teaching reading will increase the students' interest and it is more effective. It is because nowadays technology becomes an essential part of teenagers' life. If it is applied to the learning process, it could have a positive effect on students' motivation, which can improve their achievements.

Technology can facilitate students to understand the meaning of the text. Technology becomes an important part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through teaching and learning processes (Eady & Lockyer, 2013).

According to Ahmadi (2018: 116), the application of technology helps learners learn on the basis of their interests. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching, they will never be able to keep up with these technologies. Thus, it is very important for teachers to have knowledge of these technologies in teaching language skills (Gilakjani, 2017). Teaching using technology can be used as alternative teaching strategies because it can provide good learning outcomes. One example of the use of technology in teaching and learning is to use blended learning.

Blended learning is the concept that includes framing teaching-learning process that incorporates both face to face teaching and teaching supported by ICT (Lalima and Dangwal, 2017: 131). Blended learning is an innovative concept that embraces the advantages of traditional teaching in class and ICT-supported learning including offline learning and online learning. It has space for collaborative learning; constructive learning and computer-assisted learning (CAI). One of the technologies that can be used for blended learning is Google Classroom.

Google Classroom is a tool that has gained popularity in a short span of time. This application is free to use for teachers and students which makes it ideal for developing countries because it does not require a lot of budgets. Iftakhar (2016: 12) states that Google Classroom is considered one of the best platforms out there to improve teacher workflows because it provides a set of powerful features. Google Classroom helps teachers save time, organize classes, and

improve communication with students. Al-Maroof and Al-Emran (2018: 112) state that Google Classroom considers the achievement of certain functions such as simplifying the students-teacher communication, and the ease of distributing and assessing assignments.

There are some studies found that teaching English using Google Classroom is effective. First of all, it is from Iftakhar (2016). Different with this recent research which use quantitative quasi-experimental research, this previous study use qualitative case study and take teachers and students of Daffodil International University as the participants. He found that most the participants agree that Google Classroom is effective and easy to use in teaching English.

The second study is from Prastiyo, Djohar, and Purnawan (2018). Their research uses both of qualitative and quantitative research and the subjects are students of SMK Negeri 6 Bandung, while this recent study uses quantitave research. Their study found that Google Classroom works as a facilitator to develop students learning activities.

Another study is from Al-Maroof and Al-Emran study (2018). They use exploratory study and take BUC students as their samples, whereas this recent study use experimental research. Their study found that students who rely on Google Classroom technology can use it as a new tool to improve their education system because of its ease of use and usability.

Based on previous studies explained above, Google Classroom is a very effective media in teaching and learning English. However, no one of them discusses the effectiveness of using google classroom in teaching reading. That is

why it is very crucial to do research about "The Effectiveness of Using Google Classroom in Teaching Reading for the Seventh Grade Students of Junior High School".

B. Research Problem

Based on the background of the research above, the formulated research problem is: "Is using Google classroom effective in teaching reading for the seventh grade students of junior high school?"

C. Objectives of the Study

This study purposes to know whether the use of Google classroom is effective to teach reading skill for the seventh grade students of junior high school.

D. The Hypothesis of the Research

Based on the research question, the following hypothesis can be formulated:

(Ha): there is significant difference between students taught by using Google Classroom and those taught by using printed textbook in teaching reading for the seventh grade students of junior high school.

(H0): there is no significant difference between students taught by using Google Classroom and those taught by using printed textbook in teaching reading for the seventh grade students of junior high school.

E. The Significance of the Study

The result of this study is expected to give positive contribution for English teachers, the students of junior high school, institution as a reference to develop a teaching process, and further researchers that conduct research at the same area.

1. For teachers

The result of this research hopefully can be one of guidances for English teacher. The teachers can apply some interesting learning strategies, especially using Google Classroom to teach reading.

2. For students

The result of this research can make students realize that technology, especially Google Classroom help students to solve their problems in reading English.

3. For institution

The result of this research can be used as a reference to develop a good teaching process and can improve the quality of English education.

4. For further researchers

The result of this research can be used by further researchers that use Google Classroom in teaching English especially reading.

F. The Scope and the Limitation

This research is limited to find out the effectiveness of using Google Classroom on the reading descriptive text achievement of the seventh grade

students of junior high school. It focuses on whether the students who were taught using Google Classroom media get better achievement than those who were taught using printed textbook.

G. Definition of Key Terms

To avoid misunderstanding on the part of readers, it is essential to give clarification about terms used in this research as follow:

1. Google Classroom is a tool of Google Apps in Education that can be accessed by everyone through smartphones, tablets, or personal computers which have internet connections.

2. Reading skill is a skill that is needed to process, understand, or intepret the meaning of the written text.

3. Teaching reading is a process of teaching students to read a written text and understand the knowledge or information about the text to improve the students' reading skills.

4. Descriptive text is a type of text that describes an object through careful observation to provide information.