

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories related to this study. Those are reading, Google Classroom, descriptive text, and previous studies.

A. Reading

Reading is a very important skill that the students must master because it cannot be separated in the process of teaching and learning. Many experts have given their definition of what reading really means. The following explanation will give detail information about reading, namely definition of reading, macro and micro skills of reading, reading principles, and teaching reading.

1. The Definition of Reading

Reading is a skill to get meaning from a reading text and interpret the information (Baliu and Machmud, 2017: 219). Brown (2004: 189) adds that reading is a process of negotiation of meaning. According to Grellet (2009), reading is an active skill. This involves guessing, predicting, checking, and asking oneself questions. Alyousef (2006: 64) states that reading can be said to be an interactive process between the reader and the text and leads to automaticity (fluency in reading). Based on their explanation, it can conclude that reading is a process to interpret the meaning from a text.

Furthermore, Sloat, Beswick, and Willms (2007) define reading is an essential skill that students need to gain in the early grades because it will be the

foundation of learning in all academic subjects throughout their education. Thus, the students should have reading skills to support their studies.

Based on many points of view of the experts, it can be concluded that reading is a skill that needs an interactive process in comprehending the meaning to get information or ideas from a text. It also can define as an activity to interpret the information from written material through an interaction between the reader and the author represented by her/his writings. There will be an interaction between the reader and the text. Contact between it will give birth to the readers' understanding of the idea. It means that reading is not only express written language but trying to get the message and the meaning delivered by the authors through reading media.

2. Macro and Micro Skills of Reading

As stated by Brown (2004: 187-188), there are two main skills in reading, namely micro skills and macro skills. Micro skills allow the reader to understand something related to graphs and orthographic patterns and linguistic signals. While in macro skills, readers need to use knowledge of their discourse, communicative functions of written texts, inference skills, scanning, and reading skills at a glance.

In reading, there are micro skills to be considered as follows (Brown, 2004: 187-188): (a) discriminating among the distinctive graphemes and orthographic patterns of English; (b) retaining chunks of the language of different lengths in short-term memory; (c) processing writing with efficient speed to find the objectives; (d) understanding the core of words and guess words order patterns

and their significance; (e) recognizing grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms; (f) recognizing that certain meanings can be expressed in different forms of grammar; and (g) getting to know cohesive devices in written discourse and their function in signaling the relationship between and among clauses.

Macro skills will help the reader to understand the text well. As stated by Brown (2004: 187-188), these are the macro-skills of reading as follows: (a) recognizing the rhetorical form of a written discourse and its significance for the reasoning process; (b) getting to know the communicative function of the written text, according to its form and purpose; (c) giving context that is not explicit by using background knowledge; (d) giving a connection between events, ideas, etc., draw conclusions from cause and effect, and examine relationships such as main ideas, supporting ideas, new information, information provided, generalizations, and examples; (e) distinguishing between literal and implied meanings; (f) detecting certain cultural references and interpret them in the context of appropriate cultural schemes; and (g) developing and using a series of strategies used in reading such as scanning and skimming at a glance, checking discourse makers, predicting the meaning of words from context in the text, and activating schemas for text reasoning.

3. Reading Principles

In reading principles, Harmer (1998:101) states that: (1) students need to read often; (2) students need to be involved with what they read; (3) students need

to respond to the content of the text; (4) prediction is a major factor in reading; (5) teachers need to match the assignment to the topic when using intensive reading text; and (6) good teachers ask to read the texts in full.

First, students need to read often. The more students read, the better achievement they get. Teacher should ask them to read extensively as well as intensively in order to students get more knowledge. A lot of knowledge will make students get more achievement.

The second, students need to be involved with what they read. Students who are not involved with reading texts, they might not get benefit from it. When they are interesting in the topic of the assignment, they will get more.

The third, students need to respond to the content of the text (and explore their feeling about it), not just concentrate on its instruction. Studying reading text using language, the number of paragraphs in it and the number of times a relative clause is used is important. The message from the text is equally important and the teachers have to give students the opportunity to respond to the message in a certain way. It is very important for them to be allowed to express their understanding of the topic.

The fourth, prediction is a major factor in reading. When students read the text in their own language, students often have good content ideas before they actually read. When students get instructions, such as on the book cover, title, word processing page, they begin to predict what will be read. Because of it, teachers must provide 'instructions' to students so they can predict what will they read. This will make them better and more engaged readers.

The fifth, teachers need to match the assignment to the topic when using intensive reading text. After making a decision about reading the text that students will read, we must choose a good reading assignment, the right type of questions, the puzzles involved and useful, etc. The most interesting text can be tampered with by asking boring and inappropriate questions.

The last, good teachers ask to read the texts in full. Good teachers integrate reading texts into interesting class sequences, use topics for further discussion and assignments, use language for learning and then activation.

4. Teaching Reading

Reading is important to improve students' knowledge in learning a foreign language. That is why the teachers have more concern about teaching reading. Teaching is not a simple process because it does not only give the information from the teacher to the students. There are many activities that can do especially when the process of teaching and learning in the classroom. The objective of teaching reading is to make students become an effective and efficient reader.

Teaching reading is a process of teaching students to read a written text and understanding the knowledge or information about the text to improve the students' reading skills. Teachers not only help the students to communicate but also help how to read well in English. Brown (2007:8) states that teaching is guiding and facilitation learning and enabling the learners to learn and setting the condition for learning. Teachers can encourage students to focus on vocabulary, grammar, and punctuation. Teachers also can use reading material to demonstrate the way to construct sentences, paragraphs, and whole texts. Teachers that

responsible will motivate students to read by choosing appropriate texts to design useful reading assignments, to organize classroom procedures effectively, to encourage students to read critically, and to create a supportive environment for reading practice.

Harmer (2007:99) states that students' skill in reading texts can introduce an interesting topic, stimulate discussion, excite imaginative responses, and provide stringboard well rounded, fascination lessons. Students' skills in reading can stimulate students to respond and discuss. This can make the lesson more interesting.

B. Google Classroom

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. The following explanation will give detail information about Google Classroom, namely the definition of Google Classroom, the advantages of Google Classroom, and the use of Google Classroom in reading class.

1. The Definition of Google Classroom

Google Classroom is a new tool that introduced in Google Apps for Education in 2014. It is a kind of blending way of learning. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease (Shaharane, Jamil, and Rodzi, 2016: 5). Putri and Rummyeni (2017:1) state that Google

Classroom is an application that enables the creation of classrooms in cyberspace. Google Classroom can be means of distributing tasks, submitting tasks and even assessing the tasks that students collected. Besides, the Google Classroom app is very useful for online learning, available for free and can be used for any device (Google Company, 2014: 41).

Google Classroom Application is a free collaboration tool for teachers and students. The teacher can create classrooms online, ask students to join the class, then create and distribute task. Within Google Classroom students and teachers can have conversations about the assignments. Al-Marroof and Al-Emran (2018, 113) declare that it provides students the opportunity to submit their work to be assessed by their teacher by online way within a deadline. Likewise, teachers can have a complete vision of the progress of each student. They can return to work together with the feedbacks needed so students can revise their assignments.

2. The Advantages of Google Classroom

Google classroom has many advantages for both teachers and students because it is easy and simple to use. Here are some benefits of it: (a) it is paperless; (b) it is free to use; (c) it can be used to communicate between teachers and students; (d) it can be accessed from anywhere online, on any device with a modern browser; (e) it can be used to give feedback to students, and personalized learning; (f) it can make teacher easier to handle students work; (g) it can be used to collaborating; and (h) enables real-time learning all on the web: the teacher can set the deadline and how long students work on the task.

3. The use of Google Classroom in the Reading Class

Google Classroom is a tool that supports blended learning. As the study of Halverson et al (2017), blended learning is one of the popular approaches where face to face classroom instruction is supported by an online learning environment and activities. Not only do online classrooms support the blended-learning approach, but they can also be used to create a sense of community around learning and a positive relationship between a sense of community and an individual's ability.

Blended learning can be adopted in the English language classes, in order to facilitate the learning process especially that of the reading skill. Learners can benefit from the advantages of blended learning as an accelerator of learning to read in the second or foreign language in and outside the classroom (Fatemipour and Ghazizadeh, 2017: 612). Thus, google classroom can be used for teaching reading class.

In using the reading material, there are some steps followed by the English teacher (Meliawati, Nitiasih, and Budasi, 2014: 8), those are pre-activity, while activity, and post activity.

The first is pre-activity (face to face learning). During this step, the English teacher does some activities to make the students ready to follow the instruction. Those activities are: (1) greeting the students; (2) checking the attendance list; 3) telling the students about what they are going to learn; and 4) explaining the objectives of the study.

The next is whilst-activity (offline & online learning). This step can be divided into three major activities, namely: exploration, elaboration, and confirmation. During the exploration step, the English teacher starts showing the picture and asking the students to answer the questions orally based on the picture. During the elaboration step, the English teacher still does offline activity by giving a printed text to the students, discuss the text and answer the questions based on the text. Then the English teacher starts doing the instruction through the online materials. The English teacher will ask the students to: open the website, log in to the site, and find material; read the text; and answer the quiz based on the text; and discuss the result of the students' work. During the confirmation step, then the students have discuss the result of the quiz the English teacher will give feedbacks about the material that they have discussed, give a chance for the students ask question(s) about the material that they have learnt.

The last is post-activity (face to face learning). After the students finish the activities, the English teacher will review the important point from the text, they are: (1) ask the students to log out the website; (2) tell the students about the material they are going to learn in the next meeting; and (3) close the class by saying good bye.

C. Descriptive Text

There are several texts that are used as learning material for the second year of junior high school students based on K13, one of them is descriptive text. Descriptive text is text whose author tries to describe a particular object, object, or

person. Keraf (2000) mentions that in descriptive writing, the writer transfers the image, the feeling that the writer is experienced for the reader. The writer tries to convey the picture, feeling and experience to the reader so that the reader can imagine or as if, they are also involved in it.

Referring to the explanation, it can be concluded that descriptive text is text that has the function to describe something or someone in our daily lives to identify the features of several objects clearly.

D. Previous Studies

There are some previous studies related to this study. The first study is from Beaumont (2018). The research method is a qualitative research method. The result of his study is that Google Classroom is an effective platform for educators to be used for various educational purposes and can increase student engagement in ad hoc sessions using follow-up Q&A, assignments and discussion topics. Google Classroom is versatile (blended learning, behind classrooms and online classrooms), easy to use from staff and student perspectives and allows collaborative work to be done easily.

The second previous study is conducted by Shaharane, Jamil, and Rodzi (2017). The research method used in their study is the quantitative research method and the analysis data using the Technology Acceptance Model (TAM). The result of their study is overall students are satisfied with Google Classroom's thus show it is effective as an active learning tool.

The third previous study is conducted by Putri and Rummyeni (2017). The research uses quantitative methods of data collection and questionnaire as the instrument distributed to Civil Engineering students who are still actively using Google Classroom. This result shows that the effectiveness of Google Classroom in Civil Engineering is considered very effective to use in providing information on the Civil Engineering University of Riau.

Another previous study is from Prastiyo, Djohar, and Purnawan (2018). Their study uses qualitative research with teachers and students of Daffodil International University as the participants. The questionnaire indicates that this study can be effective in understanding and evaluating teachers 'and learners' perceptive to ensure quality teaching and learning through Google classroom. This study also presents some new evidences on the potential of Google classrooms in teaching and shows that Google Classroom works as a facilitator to develop students learning activities.

The difference between some previous studies above and this present study is on subject matter that is taught by using Google Classroom. The media used in the teaching-learning process is also Google Classroom Application, but the focus of the subject matter is English lesson especially for reading.