

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the research that describes the reason why the writer conducts the research. It consists of the background of study, research question, objective of study, significance of study, the scope and limitation of the research, and definition of key terms.

#### **1.1 Background of Study**

Reading is the priority skill for English students, whether they are learning it as a second or foreign language. Reading still plays a great role and it is essential in which the readers read and also get the information or the message that is written through the text. According to Tampubolon (2017), reading is a process carried out and used by the reader to get new information and message. On the other hand, reading comprehension requires students to comprehend a text by answering text-related questions (Nurjanah, 2018).

Reading comprehension for foreign language learners is not an easy task because reading in English is complicated and it is difficult to get the meaning out of the text. To understand the meaning or to get the information is conveyed by the writer, it needs deep understanding (Kartawijaya, 2017). Reading comprehension is very important to be mastered by EFL students. The study of Tampubolon (2017) stated that by reading comprehension, the students can also enrich their vocabulary, improve their pronunciation, develop their grammar, and understand the information or message from the text.

Nowadays, the pandemic covid-19 has a huge impact on human life in the world. The situation around the world has changed drastically. It was felt by the

educational community as well. Learning activities are switched to the online learning systems that were previously carried out by the face-to-face method in the classroom (Allo, 2020). The concept of social distancing requires that everyone stay at home to prevent the spread of the covid-19 virus. As a result, both teachers and students are expected to stay at home and carry out their duties and responsibilities through the use of technology. Technology is very important due to teachers and students can use it anytime and everywhere (Bhat, Raju, Bikramjit, & D'Souza, 2018). Online education using technology continues to grow and increase significant role in education, especially in the pandemic.

The use of technology as online tools in English language learning based on Zarei & Amani (2018) has also shown that the digital era leads to greater gains in language learning, especially reading comprehension skills for foreign language students. Technology has an important role in learning in other words, many changes have occurred that encourage and support teachers and students in their use of technology in education (Iftakhar, 2016). Using technology in this pandemic can make students control their learning and also easy to get some resources in learning context or process especially in reading comprehension.

There are various e-learning platforms for online learning such as WhatsApp, Quipper School, Ruang Guru, Google Meet, Zoom, Google Classroom, Google Docs, and others. Based on an interview with some teachers in Senior High School, Google Classroom and Google Meet are mostly used by them. These online learning platforms are now popular to teach students in online

learning. Some teachers have used this platform to try to integrate technology into the teaching and learning process of reading comprehension.

Online learning platforms facilitate interactions between teachers and students even when they are in different rooms, they also promote both inquiry-based learning and independent learning (Cakrawati, 2017). Based on Khalil (2018) stated that Google Classroom is a simple application to set up and allows teachers to create classes, give students presence, distribute assignments, post announcements, give feedback, and upload the materials of course for students to view their learning. Therefore, Google Classroom is developed by Google for academic purposes that support e-learning platforms. The use of Google Classroom in learning English especially reading comprehension is intended to be used by students as a cognitive or pedagogical tool (Shaharane, Jamil, & Rodzi, 2016). In addition, Google Classroom also has a positive impact on students in learning reading comprehension (Dewi, Zahrowi, & Sulistyawati, 2020).

Google also released Google Meet for the application of conference, which allows users to make video calls from one person to another. In other words, Google Meet can be used as an alternative media for the teaching and learning process, socializing with colleagues, or even conducting work meetings from home (Sawitri, 2020). Google Meet can be viewed in web, Android, and iOS applications. Google Meet is free to use on a small scale of 25 people. With many people using and doing work online, the smooth operation of online conferences is also jeopardized. Google Meet has a unique and functional interface with a small and fast size that prioritizes efficient management and it is user-friendly.

Google Classroom and Google Meet provide learners with various features especially, in learning reading comprehension that allows students can interact and collaborate with the teacher and the others students. As a result, these platforms are also free of charge, easy to operate, and user-friendly social learning platforms for students. Based on Cakrawati (2017) the teacher can give the assignments to the students, set the deadline of the student's submission, and monitor the progress of students by Google Classroom and Google Meet. Moreover, parents can monitor their children's progress through online platforms.

Based on the researcher's interview with several senior high school English teachers, they claim that when switching to online teaching methods in a pandemic, it can be difficult to maintain the same level of interaction as there would be in the offline classroom. That is why it is critical to find ways for students to continue their studying and interacting with others. One way of doing this is through online collaboration tools. Google Classroom and Google Meet as online collaborative tools can make learning reading comprehension effective for students.

The collaboration of Google Classroom and Google Meet can be used for supporting a classroom activity. Online learning using Google Classroom and Google Meet affected the EFL students learning and performance. When the EFL students have an online task submission deadline, they can complete the task quickly as possible without wasting paper through Google Classroom. On the other hand, the teacher can explain the material directly toward Google Meet to make students understand well as the offline classroom. Therefore, the researcher

is interested to identify students' perceptions especially, in reading comprehension within online collaborative tools using Google Classroom and Google Meet. The other research did not investigate collaborative online tools using both platforms, especially in learning reading comprehension.

Based on the explanation above, the researcher would like to investigate the use of online collaborative tools in reading comprehension in Senior High School 2 Kediri entitled, “*An Analysis of EFL Students’ Perceptions in Reading Comprehension Using Google Classroom and Google Meet as Online Collaborative Tools*”.

## **1.2 Research Question**

Based on the background of study described above, the researcher formulated the question of study as follows: What is the students’ perception of using Google Classroom and Google Meet as online collaborative tools in learning reading comprehension?

## **1.3 Objective of Study**

According to the research question of this study, there is objective that the researcher has taken. This research is intended to identify the students’ perception using Google Classroom and Google Meet as online collaborative tools in learning reading comprehension.

## **1.4 The Significance of Study**

Based on the research question above, the researcher hopes that the uses of the research are expected to be useful theoretically and practically.

#### 1.4.1 Theoretically

The result of this research is expected to be useful for other researchers as a reference to conduct further research with different or the same research designs. It provides students' perceptions of using Google Classroom and Google Meet as online collaborative tools in reading comprehension.

#### 1.4.2 Practically

For the teacher, they can also use online collaborative tools to teach reading comprehension, both Google Classroom and Google Meet. For the other students, the result of this research hopefully can be used as reference and information their study about collaborative online tools using Google Classroom and Google Meet in learning reading comprehension.

### **1.5 The Scope and The Limitation**

#### 1.5.1 Scope of The Research

The scope of this research is the students' perception of using Google Classroom and Google Meet as online collaborative tools. It is only the students' perception of learning reading comprehension, not teachers' perception.

#### 1.5.2 Limitation of The Research

The limitation of the study is the students as the participant of this research only for tenth-grade of X MIPA 8. They had taken the online collaborative tools in Google Classroom and Google Meet in reading comprehension with their English Teacher at Senior High School 2 Kediri.

## **1.6 Definition of Key Terms**

Reader's perspective is different. Therefore, the researcher tries to list important terms in this study are: students' perception, reading comprehension, Google Classroom, and Google Meet. To have some interpretation of these key terms, here the researcher provided the meaning below:

### **1.6.1 Students' Perception**

Perception is the association, identification, and explanation of a sensation to figure a psychological illustration. In this study, the researcher wants to know the EFL students' perception using Google Classroom and Google Meet as online collaborative tools in reading comprehension at Senior High School 2 Kediri.

### **1.6.2 Reading Comprehension**

Reading is a process that is carried and used by the reader to get information and a message. Reading comprehension is very important to be mastered by the EFL students. By reading comprehension, the students can also enrich their vocabulary, improve their pronunciation, develop their grammar, and understand the information or message from the text.

### **1.6.3 Google Classroom**

Google Classroom is an application introduced in Google Apps in 2014. It is developed by Google for academic purposes that support a learning platform. Google Classroom can be used for communicating between students and teachers, in organizing classes, especially when students and teacher cannot do face-to-face learning like in this situation.

#### 1.6.4 Google Meet

Google meet is an alternative media for the teaching and learning process, socializing with colleagues, or even conducting work meetings from home. Google Meet can be displayed on web applications, Android, and iOS applications. Google Meet can be used free of charge for people. Google Meet has a unique and functional interface with a light and fast size, prioritizes efficient management, user friendly so that all participants can follow.

#### 1.6.5 Online Collaboration Tools

In the online learning process, an effective platform is needed by teachers to continue the teaching and learning activity with the students. Only using one platform has not made the students understand the material well. Moreover, the teacher should collaborate on more than one platform to teach reading comprehension for the students. Online collaboration tools are used to combine more than one platform during the online learning process to better understand students regarding the material being taught.